DOCUMENT RESUME

ED 216 092 AA 001 102

Resources in Education (RIE). Volume 17, Number 10.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Oct 82

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $70.00 (Domestic), $87.50 (Foreign).

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, Education, *Indexes

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

Dougherty, Kevin
The Politics of Federal Vocational Educational Legislation: 1963-1976.
Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.
Pub Date-Oct 79
Contract-400-79-0026
Note-85p.; Some sections may be marginally legible due to small print.

Appendixes were removed due to illegibility; these are available in other documents. For A and B see ED 019 500, chapters 11 and 12; for C see ED 028 267, chapters 13 and 14; for D see ED 105 132.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Benefits, Educational Benefits, Educational Change, *Educational History, *Educational Legislation, Educational Needs, Educational Objectives, Federal Aid, *Federal Legislation, Federal Programs, Financial Support, Individual Needs, Interests, Lobbying, *Policy Formation, *Political Influences, Political Issues, Political Power, Program Administration, Program Content, Program Development, Public Policy, Social Problems, Trend Analysis, *Vocational Education
Identifiers-Education Amendments 1972, Education Amendments 1974, Education Amendments 1976, Vocational Education Act 1963, Vocational Education Amendments 1968, Vocational Education Study

This paper deals with continuities and changes over the period 1963 to 1976 in the organization and goals of the federally supported vocational education program. Summarized first are major pieces of vocational education passed in the years from 1917 to 1963, including the Vocational Education Act of 1917, the Vocational Education Act of 1946, the Health Amendments of 1956, the Fishery Amendment of 1956, and the National Defense Education Act of 1958. Next, an intensive analysis is made of the provisions and circumstances of passage of the following pieces of legislation originating during the period from 1963 to 1976: the Vocational Education Act of 1963, the Vocational Education Amendments of 1968, the Education Amendments of 1972, 1974, and 1976. In each of these analyses special attention is paid to social, economic, and political factors surrounding passage of the given piece of legislation as well as to special interest groups that were particularly active in securing passage of the legislation. In a discussion of claims concerning the benefits and appropriate organization of vocational education the following issues are examined: social problems requiring vocational education; social, individual, and group benefits from vocational education; and desirable content and administration of vocational programs. (MN)

ED 216 094 CE 031 517

Johnston, Robert S., Ed. Craig, Ruth Parle, Ed.
TELL. Techniques for Effective Language Learning in English as a Second Language.
Grossmont Union High School District, Calif.
Spons Agency-California State Dept. of Education, Sacramento. Div. of Adult and Community Education.; Department of Education, Washington, DC.

Pub Date-Mar 81
Note-319p.
Available from-Dissemination Network for Adult Education, 1840 Benton St., Santa Clara, CA 95050 ($2.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, *Educational Resources, *English (Second Language), Learning Activities, *Lesson Plans, *Second Language Instruction, *Teacher Developed Materials, *Teaching Methods

This publication contains a selection of exemplary teaching techniques for instructors of adults in English as a Second Language (ESL). Its scope covers the spectrum of ESL instruction and is designed to assist teachers ranging from the inexperienced to the experienced, without prior inservice orientation. The book contains 202 techniques collected from ESL practitioners, representing 12 states (primarily California), as well as Mexico and Japan. The techniques are organized in 11 subject areas: English structure, pronunciation, conversation, reading, writing, vocabulary, coping/survival competencies, map use and directions, social behavior and customs, games, and classroom organization. Each technique contains the following elements: topic, basic skills code, name and location of the contributor, level of applicability, purpose, materials required, approximate time required, and description of the procedure. The work is indexed by subject; by basic skills of listening, speaking, reading, and writing; and by level of applicability. (KC)

ED 216 095 CE 031 906

Singer, Norman M.

Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-Jan 82

Contract-300-78-0032

Note-46p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Adult Vocational Education, *Agency Cooperation, *Coordination, Educational Cooperation, *Educational Research, Education Work Relationship, Institutional Cooperation, Program Effectiveness, Relevance (Education), *Research Coordinating Units, *Research Projects, Secondary Education, Unemployment, Vocational Education, Youth Employment

Identifiers-*National Center for Research Vocational Education, Requests for Proposals

This report chronicles the continuing joint efforts of several state research coordinating units (RCUs) and the National Center for Research in Vocational Education between July 24, 1979, and February 1, 1982, to develop multi-state, multi-year programs of study. These activities are summarized: general planning of the collaborative studies; preparing for RCU involvement; developing coordinated plans for each program area; sharing coordinated plans with the RCUs; further planning in one of the study areas (vocational education effectiveness); communicating progress and monitoring status; release of request for proposal; continued planning during the Sixteenth Annual Conference of the National Research Coordinating Unit Association; Telephone Conference on September 22, 1981; related developments during the fall 1981 meeting of the Southwide Research Coordinating Council; and reviews by mail and telephone conference of instruments for use in vocational education effectiveness study. Appendixes, amounting to over one-half of the report, include synopsis of three priority problems selected at general planning meeting (youth unemployment: education/work connection, validating vocational education effectiveness and assuring relevance of vocational programs, and vocational education accessibility to adults), correspondence, agendas, and requests for proposal for developing a model to measure secondary vocational education programs in Oregon. (YLB)

ED 216 096 CE 032 049

Sappe, J. Hoyt And Others
Commercial Art. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-81
Note-462p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*Art Education, Behavioral Objectives, *Commercial Art, Competence, Competency Based Education, Curriculum, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Group Instruction, Guidelines, Individualized Instruction, Instructional Development, Instructional Materials, *Job Skills, Learning Activities, Occupational Information, Program Development, Records (Forms), Resources, Secondary Education, State Curriculum Guides, Student Evaluation
Identifiers-Georgia, Special Needs Students

This curriculum guide provides a model for organizing vocational instructional content from which secondary level instructors can abstract a commercial art curriculum that meets local program needs.

Primarily oriented towards classroom use, the guide may also assist administrators, counselors, and lay people involved in local school systems. Following a discussion of the philosophy, purpose, and objectives underlying state and local vocational education programs in Georgia, occupational and program information is provided, including a description of the field of commercial art, commercial art program objectives, program exit points, tasks typically performed in the field, and performance standards for graduation. Presented next are a series of unit guides, each of which contains the following: a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of a sample course outline and curriculum structure and various student record forms. Facility layouts are described for group and individualized instructional activities. Appended to the guide are listings of resources and resource addresses, suggestions for working with special needs students, and a definition of terms. (MN)

ED 216 097 CE 032 050

Moye, Michael D., Ed. And Others
Construction Cluster. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-610p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Behavioral Objectives, *Building Trades, Competence, Competency Based Education, Curriculum, Curriculum Guides, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Guidelines, Instructional Development, Instructional Materials, *Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, *Occupational Clusters, Occupational Information, *Program Development, Records (Forms), Resources, Secondary Education, Student Evaluation, *Trade and Industrial Education
Identifiers-Georgia, Special Needs Students

This curriculum guide provides a model for organizing vocational instructional content from which secondary level instructors can extract a construction cluster curriculum that meets local needs. Primarily oriented towards classroom use, this guide may also assist administrators, counselors, and lay people involved in local school systems. Following a discussion of the philosophy and objectives underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are set forth. Various occupational information pertaining to the construction occupations is provided, including a description of the construction field, employability skills, student exit points, and tasks performed by persons employed in the field. Following a sample curriculum structure and course outline, a series of unit guides is presented. Each of these contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and various student record forms. Set forth next are suggestions for working with special needs students. Facility layouts for a learning resource center and a learning laboratory are also included. (MN)

Smith, Pamela E. And Others
Electronics Cluster. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-452p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Behavioral Objectives, Competence, Competency Based Education, Curriculum, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, *Electronics, Electronics Industry, Employment Potential, Group Instruction, Guidelines, Individualized Instruction, Instructional Development, Instructional Materials, *Job Skills, Learning Activities, *Occupational Clusters, Occupational Information, Program Development, Records (Forms), Resources, Secondary Education, Skilled Occupations, State Curriculum Guides, Student Evaluation
Identifiers-Georgia

This curriculum guide provides a model for organizing vocational instructional content from which secondary level instructors can extract an electronics cluster curriculum that meets local program needs. Primarily oriented towards classroom use, the guide may also assist administrators, counselors, and lay people involved in local school systems. Following a discussion of the philosophy, purpose, and objectives underlying state and local vocational education programs in Georgia, occupational and program information is provided, including a description of the field of electronics, electronics cluster program objectives, program exit points, tasks typically performed in the field, and performance standards for graduation. Presented next are a series of unit guides, each of which contains the following: a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of a sample course outline and curriculum structure and various student record forms. Facility layouts are described for group and individualized instructional activities. Appended to the guide are listings of resources and resource addresses, suggestions for working with special needs students, and a definition of terms. (MN)

ED 216 099 CE 032 052

Sappe, J. Hoyt, Ed. And Others
Graphic Arts. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-573p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-*Art Education, Behavioral Objectives, Competence, *Competency Based Education, Curriculum, Curriculum Guides, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, *Graphic Arts, Guidelines, *Instructional Development, Instructional Materials, *Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, Occupational Information, Program Development, Records (Forms), Resources, Secondary Education, Student Evaluation, *Trade and Industrial Education, Vocational Education
Identifiers-Special Needs Students

This curriculum guide provides a model for organizing vocational instructional content from which secondary level instructors can extract a graphic arts curriculum that meets local needs. Primarily oriented towards classroom use, this guide may also assist administrators, counselors, and lay people involved in local school systems. Following a discussion of the philosophy and objectives underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are set forth. Various occupational information pertaining to the field of graphic arts is provided, including a description of the occupational field of graphic arts, employability skills, student exit points, and tasks performed by persons employed in the field. Following a sample curriculum structure and course outline, a series of unit guides are presented. Each of these contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and various student record forms. Set forth next are suggestions for working with special needs students. Facility layouts for a learning resource center and a learning laboratory are also included. (MN)

ED 216 100 CE 032 053

Simpson, Bruce And Others
Health Occupations Cluster. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-481p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-*Allied Health Occupations Education, Behavioral Objectives, Dental Assistants, Disabilities, Educational Resources, Emergency Squad Personnel, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, Medical Assistants, Medical Laboratory Assistants, Medical Technologists, Nurses Aides, *Occupational Clusters, Occupational Information, Radiologic Technologists, Secondary Education, Special Education, State Curriculum Guides, Surgical Technicians, Vocational Education
Identifiers-Georgia, Respiratory Therapists

This curriculum guide was designed for use in secondary health occupations education programs in Georgia. It provides a model for organizing vocational instructional content in health occupations, such as nurse, dental assistant, medical lab technician, radiologic technician, emergency medical technician, respiratory therapy assistant, medical assistant, or operating room technician. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the health occupations field is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, and suggested classroom hours are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

Watkins, James F. And Others
Metals Cluster. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-654p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, *Metal Working, *Occupational Clusters, Occupational Information, Secondary Education, Special Education, State Curriculum Guides, *Trade and Industrial Education, Vocational Education, *Welding
Identifiers-Georgia

This curriculum guide was designed for use in secondary metal trades education in Georgia. Its purpose is to provide for development of entry level skills in metal trades in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of metal trades, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 102 CE 032 055

Watkins, James F. And Others

Small Engine Repair. Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-416p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Engines, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, Occupational Information, *Repair, Secondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia, *Small Engine Mechanics

This curriculum guide was designed for use in secondary small engine repair education programs in Georgia. Its purpose is to provide for development of entry level skills in small engine repair in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of small engine repair, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs student, and definitions of terms. (KC)

ED 216 103 CE 032 056

Kehler, Edward P.: And Others
Auto Body. Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-346p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Auto Body Repairers, Behavioral Objectives, Competence, Course Descriptions, Curriculum, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Industrial Arts, Instructional Development, Instructional Materials, Learning Activities, Learning Laboratories, Learning Resources Centers, Models, Occupational Information, Records (Forms), Secondary Education, State Curriculum Guides, Student Evaluation, *Trade and Industrial Education, Vocational Education
Identifiers-Georgia, Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local secondary instructor can extract an auto body curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of auto body repair, employability skills that are necessary in the field, student exit points, and tasks performed by auto body repairers. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

ED 216 104 CE 032 057

Kahler, Edward P. And Others

Auto Body. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-331p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Auto Body Repairers, Behavioral Objectives, Competence, Course Descriptions, Curriculum, Definitions, Educational Facilities, Employment Potential, Industrial Arts, Instructional Development, Instructional Materials, Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, Models, Postsecondary Education, Records (Forms), State Curriculum Guides, Student Evaluation, *Trade and Industrial Education, Vocational Education

Identifiers-Georgia, Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local postsecondary instructor can extract an auto body curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of auto body repair, employability skills that are necessary in the field, student exit points, and tasks performed by auto body repairers. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

ED 216 105 CE 032 058

Moye, Michael D. And Others

Cosmetology. Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-211p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Behavioral Objectives, Competence, *Cosmetology, Course Descriptions, Curriculum, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Instructional Development, Instructional Materials, Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, Models, Occupational Information, Records (Forms), Secondary Education, Service Occupations, State Curriculum Guides, Student Evaluation, *Trade and Industrial Education, *Vocational Education
Identifiers-Georgia, Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local secondary instructor can extract a cosmetology curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of cosmetology, employability skills that are necessary in the field, student exit points, and tasks performed by cosmetologists. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of

references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

Moye, Michael D. And Others

Cosmatology. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-211p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Behavioral Objectives, Competence, *Cosmetology, Course Descriptions, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Instructional Development, Instructional Materials, Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, Models, Occupational Information, Postsecondary Education, Records (Forms), Service Occupations, State Curriculum Guides, Student Evaluation, *Trade and Industrial Education, *Vocational Education
Identifiers-Georgia, Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local postsecondary instructor can extract a cosmetology curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of cosmetology, employability skills that are necessary in the field, student exit points, and tasks performed by cosmetologists. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

Fitzpatrick, Beverley J. And Others
Food Service. Secondary Curriculum Guide.
Georgia Univ., Athens Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-438p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Behavioral Objectives, Competence, Course Descriptions, Definitions, *Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, *Food Service, *Instructional Development, Instructional Materials, Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, Models, Occupational Information, Records (Forms), Secondary Education, Service Occupations, State Curriculum Guides, Student Evaluation, *Vocational Education
Identifiers-Georgia, Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local secondary instructor can extract a food service curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of food service, employability skills that are necessary in the field, student exit points, and tasks performed by food service workers. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of a listing of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

ED 216 108 CE 032 061

Fitzpatrick, Beverley J. And Others
Food Service. Post Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-423p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, *Food Service, Job Skills, *Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Vocational Education
Identifiers-Georgia

This curriculum guide was designed for use in postsecondary food service education programs in Georgia. Its purpose is to provide for the development of entry level skills in food service in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of food service is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 109 CE 032 062

Watkins, James F. And Others

Appliance Repair. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-487p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-*Appliance Repair, Behavioral Objectives, Disabilities, Educational Resources, *Electric Circuits, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary appliance repair education programs in Georgia. Its purpose is to provide for development of entry level skills in appliance repair in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of appliance repair, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 110 CE 032 063

Watkins, James F. And Others

Auto Mechanics. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-655p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors-*Auto Mechanics, Behavioral Objectives, Disabilities, Educational Resources, Experiential Learning, Facility Guidelines, Learning Activities, Mainstreaming, Postsecondary Education, *Repair, Special Education, State Curriculum Guides, *Technical Education, Vocational Education
Identifiers-Georgia

This curriculum guide was designed for use in postsecondary auto mechanics education programs in Georgia. Its intent is to develop entry level skills in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of the guide explain the philosophy, goals, purpose, and objectives of the state and local programs of vocational education, and those of the guide itself. In section 3, the occupational field of auto mechanics is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, which includes policy guidelines for ''live'' auto repair shop work and a suggested amount of time for each educational unit. Section 5, the main part of the guide, provides unit guides for each task to be taught in the curriculum. (For each task, a description of the task to be taught, a student performance objective, suggested instructional activities, lists of instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains lists of references and resources needed to conduct the course, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the curriculum guide concludes with a facility layout for a learning resource center and a laboratory resource center, and definitions of terms (sections 9 and 10). (KC)

ED 216 111 CE 032 064

Watkins, James F. And Others
Aviation Mechanics. Post Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-526p.
Pub Type- Guides - Classroom - Teacher (052) · Guides - Non-Classroom (055)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-*Aviation Mechanics, Behavioral Objectives, Competence, Course Descriptions, Definitions, *Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Group Instruction, Individualized Instruction, *Instructional Development, Instructional Materials, *Job Skills, Learning Activities, Mechanical Skills, Models, Postsecondary Education, Records (Forms), Resources, Skilled Occupations, State Curriculum Guides, Student Evaluation, *Technical Education, Vocational Education
Identifiers-Georgia, Special Needs Students

Intended to provide a model for organizing vocational instructional content, this curriculum guide consists of information pertinent to conducting a postsecondary level course in aviation mechanics. While the guide is primarily oriented towards the classroom, whether as a primary resource or as a supplement to other teaching materials, it may also assist administrators, counselors, and lay people involved in local school systems. Following an introductory discussion of state and local philosophy and objectives underlying vocational education, occupational information is provided concerning aviation mechanics. Presented next are a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of a sample curriculum structure and course outline and various student records. Described next are group and individualized instructional facilities. The three appendixes contain a list of instructional resources and resource addresses, material for use in working with special needs students, and definitions. (MN)

ED 216 112 CE 032 065

Moye, Michael D. And Others

Barbering. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-178p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Barbers, Behavioral Objectives, Disabilities, Educational Resources, Experiential Learning, Facility Guidelines, *Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Special Education, State Curriculum Guides, *Trade and Industrial Education, Vocational Education
Identifiers-Georgia

This curriculum guide, intended for teachers, supervisors, counselors, and curriculum committees, is designed for use in postsecondary barbering programs in Georgia. Its purpose is to provide entry-level skills in barbering in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections explain the philosophy, goals, purpose, and objectives of state and local programs of vocational education, and those of the guide itself. In section 3 the field of barbering is described; employability skills, student exit points, and tasks cross-referenced to the Dictionary of Occupational Titles are listed. The curriculum structure, course outline, and suggested completion times for units are provided in section 4. Section 5, the main part of the guide, provides unit guides for each task to be taught in the curriculum. (Included for each task are a description of the task to be taught, a student performance objective, suggested instructional activities, lists of instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks.) Section 6 contains lists of references and resources needed to conduct the course, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the curriculum guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 113 CE 032 066

Moye, Michael D. And Others

Carpentry/Cabinet Making. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-249p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavioral Objectives, *Cabinetmaking, *Carpentry, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Trade and Industrial Education, Vocational Education
Identifiers-Georgia

This curriculum guide was designed for use in postsecondary carpentry/cabinet-making education programs in Georgia. Its purpose is to provide for the development of entry level skills in carpentry/cabinet making in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of carpentry/cabinet making is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 114 CE 032 067

Fitzpatrick, Beverley J. And Others

Civil Technology. Surveying. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-318p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Behavioral Objectives, *Civil Engineering, *Computation, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education
Identifiers-Georgia, *Surveying (Engineering)

This curriculum guide was designed for use in postsecondary civil technology surveying education programs in Georgia. Its purpose is to provide for development of entry level skills in surveying in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of civil technology surveying, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 115 CE 032 068

Simpson, Bruce And Others

Dental Assistant. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-524p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Behavioral Objectives, *Dental Assistants, *Dentistry, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary dental assistant education programs in Georgia. Its purpose is to provide for development of entry level skills in dental assisting in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills, related to the occupational area of dental assistant, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 116 CE 032 069

Fitzpatrick, Beverley J. And Others

Drafting/Design Technology. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-518p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Behavioral Objectives, *Computation, *Designers, Disabilities, *Drafting, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, Mathematics, Occupational Information, Physics, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary drafting/design technology education programs in Georgia. Its purpose is to provide for development of entry level skills in drafting/design technology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of drafting/design technology, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 117 CE 032 070

Butler, Raymond H. And Others

Electrical Technology. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-381p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Behavioral Objectives, Course Descriptions, Electrical Occupations, *Electricity, *Electronics, *Electronic Technicians, Facility Guidelines, Learning Activities, Postsecondary Education, State Curriculum Guides, *Technical Education

Identifiers-*Electrical Technology, Georgia

This curriculum guide provides a model for organizing vocational instructional content for a postsecondary electrical technology program. It is divided into six sections. Section 1 overviews the philosophies, purposes, and goals for vocational education in Georgia. Contents of section 2 include a discussion of employability skills, description of the occupational field, program objective containing specific occupational titles, description of occupational exit points, and task listing by Dictionary of Occupational Titles code. Section 3 contains the unit guides for the 10 duties and 99 tasks included in the course. Each task is presented on a separate page and contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and class and lab hours. Topics covered include introduction to electricity/electronics, electrochemical action and direct current (DC), alternating current (AC), measuring instruments, protective devices, DC equipment and controls, singlephase motors, polyphase systems, AC control equipment, and electrical troubleshooting. Section 4 provides suggested methods of structuring the curriculum. Suggested ways of recording and documenting student progress are presented in section 5. Section 6 contains facility layouts. Appendixes include instructional resource matrix, unit guide references, additional instructional resources, information on working with special needs students, and definitions of terms. (YLB)

ED 216 118 CE 032 071

Butler, Raymond H. And Others
Electromechanical Technology. Post Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-552p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Behavioral Objectives, *Electrical Occupations, *Electromechanical Technology, *Equipment Maintenance, Facility Guidelines, Learning Activities, *Machine Repairers, Mechanics (Process), Postsecondary Education, *Repair, State Curriculum Guides, Technical Education
Identifiers-Georgia

This curriculum guide provides a model for a postsecondary electromechanical technology program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Titles code. Examples of a curriculum structure and course outline are provided in section 4. Section 5 contains the unit guides for 19 units and 185 tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours. Topics covered include reading blueprints, schematics, and symbols; identifying metal and non-metal materials; plant safety; handtools; elements of mechanics; lubricants and lubrication; drive systems; bearings; pumps; piping systems; hydraulic systems; pneumatic systems; packaging methods; packing machinery; and casing machinery. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Section 9 and 10 contain facility layouts and definitions of terms. (YLB)

Sappe, Hoyt And Others
Electronic Technology. Post Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-564p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Behavioral Objectives, *Electrical Occupations, Electric Circuits, Electricity, *Electronics, *Electronic Technicians, Facility Guidelines, Learning Activities, Postsecondary Education, Safety, State Curriculum Guides, *Technical Education
Identifiers-Electrical Wiring, Electronics Assemblers, Georgia

This curriculum guide provides a model for a postsecondary electronic technology program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Title code. Examples of a curriculum structure and course outline are provided in section 4. Section 5 contains the unit guides for 14 courses and 140 units/tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours. Topics covered include tools, safety, and equipment; measurement and calculation (direct and alternating current); testing subassemblies; equipment maintenance; and designing electronic circuitry. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Sections 9 and 10 contain facility layouts and definitions of terms. (YLB)

ED 216 120 CE 032 073

Fitzpatrick, Beverley J. And Others

Industrial Electricity. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-386p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavioral Objectives, *Electrical Occupations, *Electricity, Facility Guidelines, *Industry, Learning Activities, Postsecondary Education, State Curriculum Guides, *Technical Education
Identifiers-*Electrical Wiring, Georgia, *Industrial Electricity

This curriculum guide provides a model for a postsecondary industrial electricity program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Titles code. Examples of a curriculum structure and course outline are provided in section 4. Section 5 contains the unit guides for 4 units and 109 tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours. Unit topics are residential wiring, transformers, commercial wiring, and industrial wiring. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Sections 9 and 10 contain facility layouts and definitions of terms. (YLB)

ED 216 121 CE 032 074

Butler, Raymond H. And Others

Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-67p.; For related documents see CE 032 075-077.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Air Conditioning, Behavioral Objectives, Carpentry, Course Descriptions, Electrical Systems, *Equipment Maintenance, Facility Guidelines, Heating, *Industry, Learning Activities, *Machine Repairers, Machine Tools, Machinists, Postsecondary Education, *Repair, State Curriculum Guides, *Trade and Industrial Education, Welding
Identifiers-Georgia

This volume is the first of four volumes that comprise a curriculum guide for a postsecondary industrial maintenance program. It contains two sections. Section 1 overviews the philosophies, purposes, and goals for vocational education in Georgia. Contents of section 2 include a discussion of employability skills, description of the occupational field, program objective containing specific occupational titles, description of occupational exit points, and task listing by Dictionary of Occupational Titles code. (YLB)

ED 216 122 CE 032 075

Butler, Raymond H. And Others

Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-416p.; For related documents see CE 032 074-077.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Air Conditioning, Behavioral Objectives, Carpentry, Course Descriptions, Electrical Systems, *Equipment Maintenance, Facility Guidelines, Heating, *Industry, Learning Activities, *Machine Repairers, Machine Tools, Machinists, Postsecondary Education, *Repair, State Curriculum Guides, *Trade and Industrial Education, Welding
Identifiers-Georgia

This volume is the second of four volumes that comprise a curriculum guide for a postsecondary industrial maintenance program. It contains part of section 3 of the guide which contains the unit guides for two of the 12 duties included in the course. Each of the 197 tasks included in these two duties is presented on a separate page and contains the following information: task, performance objective, instructional materials, evaluation, and class and lab hours. Topics covered are industrial process and maintenance and electrical maintenance. (YLB)

ED 216 123 CE 032 076

Butler, Raymond H. And Others

Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-482p.; For related documents see CE 032 074-077.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Air Conditioning, Behavioral Objectives, Carpentry, Course Descriptions, Electrical Systems, *Equipment Maintenance, Facility Guidelines, Heating, *Industry, Learning Activities, *Machine Repairers, Machine Tools, Machinists, Postsecondary Education, *Repair, State Curriculum Guides, *Trade and Industrial Education, Welding

Identifiers-Georgia

This volume is the third of four volumes that comprise a curriculum guide for a postsecondary industrial maintenance program. It contains part of section 3 of the guide which contains the unit guides for 10 of the 12 duties included in the course. Each of the 247 tasks included in these 10 duties is presented on a separate page and contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and class and lab hours. Topics covered are machine shop; welding; oxyacetylene welding, cutting, brazing, and soldering; shielded arc welding; air conditioning and heating; heating; sheet metal; vehicle maintenance; automotive systems repair; and carpentry. (YLB)

ED 216 124 CE 032 077

Butler, Raymond H. And Others

Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-332p.; For related documents see CE 032 074-076.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Air Conditioning, Behavioral Objectives, Carpentry, Course Descriptions, Electrical Systems, *Equipment Maintenance, Facility Guidelines, Heating, *Industry, Learning Activities, *Machine Repairers, Machine Tools, Machinists, Postsecondary Education, *Repair, State Curriculum Guides, *Trade and Industrial Education, Welding
Identifiers-Georgia

This volume is the fourth of four volumes that comprise a curriculum guide for a postsecondary industrial maintenance program. It contains three sections and appendixes. Section 4 provides suggested methods of structuring the curriculum. Suggested ways of recording and documenting student progress are presented in section 5. Section 6 contains facility layouts. Appendixes include an instructional resource matrix, unit guide references, additional instructional resources, resource addresses, information on working with special needs students, and definitions of terms. (YLB)

ED 216 125 CE 032 078

Sappe, Hoyt And Others

Instrumentation Technology, Volume I. Postsecondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-803p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors-Behavioral Objectives, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, *Instrumentation, *Instrumentation Technicians, Job Skills, Learning Activities, *Measurement Equipment, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary instrumentation technology education programs in Georgia. Its purpose is to provide for development of entry level skills in instrumentation technology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of instrumentation technology, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 126 CE 032 079

Kahler, Edward P. And Others

Diesel Mechanics. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-667p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-*Auto Mechanics, Behavioral Objectives, Competence, Course Descriptions, Definitions, *Diesel Engines, *Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Individualized Instruction, *Industrial Arts, *Instructional Development, Instructional Materials, Job Skills, Learning Activities, Mechanical Skills, Models, Postsecondary Education, Records (Forms), Resources, State Curriculum Guides, Student Evaluation, *Technical Education, Vocational Education

Identifiers-Georgia, Special Needs Students

Intended to provide a model for organizing vocational instructional content, this curriculum guide consists of information pertinent to conducting a postsecondary level course in diesel mechanics. While the guide is primarily oriented towards the classroom, whether as a primary resource or as a supplement to other teaching materials, it may also assist administrators, counselors, and lay people involved in local school systems. Following an introductory discussion of state and local philosophy and objectives underlying vocational education, occupational information is provided concerning diesel mechanics. Presented next are a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of a sample curriculum structure and course outline and various student records. Described next are group and individualized instruction facilities. The three appendixes contain a list of instructional resources and resource addresses, material for use in working with special needs students, and definitions. (MN)

ED 216 127 CE 032 080

Watkins, James H. And Others

Machine Shop. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-567p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Behavioral Objectives, Competence, Course Descriptions, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Industrial Arts, Instructional Development, Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, *Machine Tool Operators, *Machinists, Models, Postsecondary Education, Records (Forms), *Shop Curriculum, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia, Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local postsecondary instructor can extract a machine shop curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of machine shop-related occupations, employability skills that are necessary in such jobs, student exit points, and tasks performed in various job classifications. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. Also included is a shop projects/duty areas cross reference matrix. The next two sections consist of listings of references and resources and student records. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

ED 216 128 CE 032 081

Moye, Michael D. And Others

Masonry. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-257p
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, *Masonry, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Trade and Industrial Education, Units of Study, Vocational Education

This curriculum guide was designed for use in postsecondary masonry education programs in Georgia. Its purpose is to provide for the development of entry level skills in masonry in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of masonry is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 4 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 4), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 129   CE 032 082

Butler, Raymond H. And Others
Mechanical Technology. Post Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81

Note-654p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors-Behavioral Objectives, Competence, Course Descriptions, Definitions, Educational Facilities, Educational Objectives, Educational Philosophy, Employment Potential, Guidelines, *Instructional Development, Instructional Materials, Job Skills, Learning Activities, Learning Laboratories, Learning Resources Centers, *Mechanical Equipment, Mechanical Skills, Models, Occupational Information, Postsecondary Education, Records (Forms), Resources, State Curriculum Guides, Student Evaluation, *Technical Education, Vocational Education
Identifiers-*Mechanical Technology, *Special Needs Students

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local postsecondary vocational instructor can extract a mechanical technology curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of mechanical technoloby, employability skills that are necessary in the field, student exit points, and tasks performed in various job classifications. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of course-related references and resources and student record forms. Suggestions are set forth for working with special needs students. Also included are facility layouts for a learning laboratory and a learning resource center. (MN)

ED 216 130 CE 032 083

Simpson, Bruce And Others

Medical Lab Technician. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-391p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Allied Health Occupations Education, Behavioral Objectives, Competence, Course Descriptions, Definitions, Educational Facilities, Employment Potential, Group Instruction, Guidelines, Individualized Instruction, *Instructional Development, Instructional Materials, Job Skills, Learning Activities, *Medical Laboratory Assistants, Models, Occupational Information, Postsecondary Education, Records (Forms), Resources, State Curriculum Guides, Student Evaluation, *Technical Education, Vocational Education

Identifiers-Georgia, Special Needs Students

Intended to provide a model for organizing vocational instructional content, this curriculum guide consists of information pertinent to conducting a postsecondary level course for training medical lab technicians. While the guide is primarily oriented towards the classroom, whether as a primary resource or as a supplement to other teaching methods, it may also assist administrators, counselors, and lay people involved in local school systems. Following an introductory discussion of state and local philosophy and objectives underlying vocational education, occupational information is provided concerning medical laboratory technicians. Presented next are a medical laboratory task index and unit guides. A medical laboratory technician course outline is presented along with a discussion of medical laboratory technician curriculum structure. Various student records are supplied. Examined next are facility layouts for both group and individualized instruction. The three appendixes to the guide contain a list of instructional resources and resource addresses, material for use in working with special needs students, and definitions. (MN)

ED 216 131 CE 032 084

Simpson, Bruce And Others

Medical Office Assistant. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81
Note-320p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Allied Health Occupations Education, Behavioral Objectives, *Business Skills, Clerical Workers, Facility Guidelines, Learning Activities, *Medical Assistants, *Medical Services, Nutrition, Postsecondary Education, Secretaries, State Curriculum Guides
Identifiers-Georgia

This curriculum guide provides a model for a postsecondary medical office assistant program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Titles code. Examples of a curriculum structure and course outline are provided in section 4. Section 5 contains the unit guides for 24 units and 105 tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours. Topics covered include medical assisting adjustments, housekeeping, assisting patients, vital signs, assisting with examiniations, nutrition, emergency procedures, typing, records management, minor surgery and surgical asepsis, wounds, medications, electrocardiography, physical therapy, radiography, specialty exams, business machines, accounting, writing letters, medical office procedures, and medical transcription. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Sections 9 and 10 contain facility layouts and definitions of terms. (YLB)

ED 216 132 CE 032 085

Simpson, Bruce And Others

Nurse Aide. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-273p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Allied Health Occupations, Behavioral Objectives, Facility Guidelines, Learning Activities, *Medical Education, *Medical Services, *Nurses Aides, Obstetrics, Pediatrics, Postsecondary Education, State Curriculum Guides

Identifiers-Georgia

This curriculum guide provides a model for a postsecondary nurse aide program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Titles code. An example of a course outline is provided in section 4. Section 5 contains the unit guides for 11 units and 82 tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours.

Topics covered include introduction to nursing assistance, personal care, aseptic/isolation techniques, vital signs, ambulating and transporting, dependent patient care, patient treatments, emergency procedures, urinary and bowel care, maternal and infant care, admission and discharge, and housekeeping. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Sections 9 and 10 contain facility layouts and definitions of terms. (YLB)

ED 216 133 CE 032 086

Simpson, Bruce And Others

Operating Room Technology. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-244p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, *Medical Assistants, *Medical Education, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Surgical Technicians, Technical Education, Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary operating room technology education programs in Georgia. Its purpose is to provide for development of entry level skills in operating room technology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of operating room technology, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 134 CE 032 087

Simpson, Bruce And Others

Ornamental Horticulture. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date-81

Note-260p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Agricultural Education, Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, Occupational Information, *Ornamental Horticulture, *Plant Growth, Postsecondary Education, Special Education, State Curriculum Guides, Technical Education, *Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary ornamental horticulture education programs in Georgia. Its purpose is to provide for development of entry level skills in ornamental horticulture in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of ornamental horticulture, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 135 CE 032 088

Simpson, Bruce And Others

Practical Nursing. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-81
Note-387p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, *Nursing Education, Occupational Information, Postsecondary Education, *Practical Nursing, Special Education, State Curriculum Guides, Vocational Education
Identifiers-Georgia

This curriculum guide was designed for use in postsecondary practical nursing education programs in Georgia. Its purpose is to provide for the development of entry level skills in practical nursing in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3 the occupational field of practical nursing is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 136 CE 032 089

Smith, Pamela E. And Others
Radio and TV Repair. Post Secondary Curriculum Guide.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Pub Date-81
Note-430p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Behavioral Objectives, Disabilities, Educational Resources, *Electronics, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, *Television Radio Repairers, Vocational Education
Identifiers-Georgia

This curriculum guide was designed for use in postsecondary radio and television repair education programs in Georgia. Its aim is to provide for development of entry level skills in radio and television repair in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of radio and television repair, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

ED 216 137 CE 032 090

Simpson, Bruce And Others

Radiological Technology. Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-81

Note-[illegible]p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Allied Health Occupations Education, Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, *Radiologic Technologists, Special Education, State Curriculum Guides, Technical Education, Vocational Education

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary radiological technology education programs in Georgia. Its purpose is to provide for the development of entry level skills in radiological technology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of radiological technology is described; and employability skills, student exit points, and task cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 138 CE 032 091

Garrison, Joe C. And Others

Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-81
Note-496p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Air Conditioning, Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, *Heating, Job Skills, Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, *Refrigeration Mechanics, Special Education, State Curriculum Guides, *Technical Education, Vocational Education
Identifiers-Georgia

This curriculum guide was designed for use in postsecondary refrigeration, heating and air conditioning education programs in Georgia. Its purpose is to provide for the development of entry level skills in refrigeration, heating, and air conditioning in the areas of air conditioning knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of refrigeration, heating, and air conditioning is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 139 CE 032 092

Watkins, James F. And Others

Small Engine Mechanics. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-81

Note-401p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Machine Repairers, Mainstreaming, Mechanics (Process), Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Technical Education, Vocational Education

Identifiers-Georgia, *Small Engine Mechanics

This curriculum guide was designed for use in postsecondary small engine mechanics education programs in Georgia. Its purpose is to provide for the development of entry level skills in small engine mechanics in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of small engine mechanics is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 140 CE 032 093

Connor, Charles C., Jr. And Others

Welding. Post Secondary Curriculum Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-81

Note-292p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Behavioral Objectives, Disabilities, Educational Resources, Employment Potential, Experiential Learning, Facility Guidelines, Job Skills, *Learning Activities, Mainstreaming, Occupational Information, Postsecondary Education, Special Education, State Curriculum Guides, *Trade and Industrial Education, Vocational Education, *Welding

Identifiers-Georgia

This curriculum guide was designed for use in postsecondary welding education programs in Georgia. Its purpose is to provide for the development of entry level skills in welding in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3, the occupational field of welding is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

ED 216 141 CE 032 124

Baker, Joe G. Olsen, Kathryn

Occupational Employment in Nuclear-Related Activities, 1981.

Oak Ridge Associated Universities, Tenn. Manpower Development Div.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-ORAU-197
Pub Date-Apr 82
Contract-DE-AC05-76OR00033
Note-62p.; Appendix C will not reproduce well due to small print.
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Development, *Employment Patterns, Employment Statistics, *Engineers, National Surveys, *Nuclear Energy, *Power Technology, Research, *Scientists, Technical Education, *Technical Occupations
Identifiers-*Nuclear Energy Occupations

Employment in nuclear- and nuclear energy-related activities in 1981 was examined and compared to that in previous years. Survey instruments were returned by 784 establishments. Total 1981 nuclear-related employment was estimated to be 249,500 a growth of 22,600 (10%) workers over the 1977 total. Government-owned, contractor-operated (GOCO) workers made up 36.9% of this total; the private work force made up 63.1%. Among all the nuclear-related workers, scientists comprised 5.1%; engineers, 15.3%; and technicans, 17.5%. The remaining 62.1% was composed of managers, skilled craft and clerical workers, and other support services. Research and development involvement had declined from 1977, with 60.4% of scientists and 27% of engineers currently involved. Nuclear employment was concentrated in the Middle Atlantic and Pacific regions. Most was in large establishments. The largest single industrial segment activity was weapons development (16.9% of total employment), followed by reactor operation and maintenance employment (16.7%). Total nuclear-related employment had grown at a 4.5% annual rate from 1968 through 1981. Virtually all of this growth was in the private sector. The regional distribution had remained fairly stable. (Appendixes include the survey of nonrespondents, estimation method and supplemental tables, and survey form.) (YLB)

Linton, Margaret Whitehead, Vivian
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
Joliet Junior Coll., Ill.
Spons Agency-Illinois State Board of Education, Springfield. Adult and Continuing Education Section.; Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-69p.
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 ($2.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Agency Cooperation, Career Counseling, *Coordination, *Correctional Education, *Correctional Rehabilitation, Counseling Services, Educationally Disadvantaged, Prisoners, Public Agencies, *Social Agencies, *Social Services
Identifiers-Illinois (Joliet), Will County Jail IL

A project developed and implemented a complete system of intake-assessment-information-referral-followup and community cooperation in the delivery of services to 30 residents of Will County Jail. Its long range objective was to facilitate the self-direction of educationally needy incarcerated persons for reintegration into society as responsible adults. Intake and assessment instruments were selected or developed, including two intake instruments, academic assessment instruments for reading and mathematics, career inventory, and a self-understanding instrument. To sensitize and develop coordination among community agencies to develop and provide services to the incarcerated and released prisoners, the project director became involved in the Will County Community Services Council and established personal contacts with specific agencies. Following this narrative section, one-page summary profiles are provided of the 30 participants in the project. Summary charts show educational background, employment information, Myers-Briggs Personality Types, involvement with the law and social profile information. Other information includes a summary profile of project participants, charts of the network of social service agencies providing in-jail and post-jail services, and charts on post-project situations of participants. A model outlines a step-by-step procedure to implement this type of program. Conclusions and recommendations conclude the report. (YLB)

ED 216 143 CE 032 127

Garcia, Gonzalo, Jr. Kapes, Jerome T.

A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.''

Pub Date-82

Note-17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 12, 1982). For a related document see ED 199 435.

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Benefits, *Educational Research, *Evaluation Methods, *Outcomes of Education, Postsecondary Education, *Program Evaluation, Secondary Education, *Vocational Education

Identifiers-Effects of Participating in Vocational Education, *Meta Evaluation

The Effects of Vocational Education study was conducted to organize and synthesize all studies conducted between 1968 and 1979 that dealt with the effects of participating in vocational education. Its framework was developed primarily from the various goals for vocational education specified in the federal legislation and on previous research. Three major categories of dependent variables were selected to organize and summarize study findings: employment/unemployment variables, educational effects of vocational education training, and ancillary effects variables. All studies identified underwent a three-stage screening process: scanning of title and document abstracts, determining relevancy of data in actual document, and categorizing studies according to scope, level, and minimum methodological criteria. The approximately 232 reports selected were abstracted, summarized, and classified as more rigorous, less rigorous, and national studies. Certain persistent methodological problems were found in the studies included in the meta-evaluation regarding self-selection bias, definition of program, identification of students, reliability and validity of outcome measures, and contextual factors. Limitations were also found in the methodology of the meta-evaluation, including inadequate conceptual framework, incomplete search process, no critical assessment of studies, and conclusions not based on synthesis of adequate data. (Two tables are attached.) (YLB)

ED 216 144 CE 032 138

Allyn, Edward P.

Planning an Injection Mold Design Training Program.

Pub Date-1 Apr 82

Note-10p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Design, *Curriculum Development, *Design, *Industrial Arts, Manufacturing, Manufacturing Industry, *Plastics, Postsecondary Education, Program Design, *Program Development, Program Implementation, Secondary Education, Trade and Industrial Education, Two Year Colleges

Identifiers-*Moldmaking

With the increased use of plastics worldwide the shortage of trained personnel in moldmaking and design for plastic injection molds is becoming critical. Local schools and community colleges should provide courses in mold design and mold making, since most workers presently learn while working under experienced designers on the job. Following this brief background scenario, a planned curriculum for a three-semester program in Moldmaking Design is proposed. Content for each semester is described, and practical suggestions are made for program implemention, covering such topics as facilities, faculty, financing, and reading materials. (The author's address is given for those who wish assistance in starting such a program.) A bibliography is provided. (YLB)

ED 216 145 CE 032 175

Novak, Kathy

Handbook for Women in Transition. Book I Job Hunting Skills.

K. N. Associates, Wyomissing, PA.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-80

Note-105p.; For a related document see CE 032 176.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, *Career Planning, *Displaced Homemakers, Employment Interviews, Employment Qualifications, Evaluation Methods, Females, Job Applicants, Job Application, *Job Search Methods, Leaders Guides, *Learning Activities, Reentry Workers, *Self Evaluation (Individuals), *Transfer of Training, Workshops

Based on a survey of former fulltime homemakers in the Reading, Pennsylvania, area, this handbook was designed to provide a framework for resource persons to lead group sessions for women in transition. The material focuses on leading women to assess their skills and to discover which skills developed through homemaking can be transferred into paid employment. Part 1 consists of an overview of the handbook's contents and suggestions for leaders. Part 2, the personal inventory, contains exercises designed to acquaint participants with skills they may have developed through homemaking which can be transferred into marketable skills. Included in this section are a job-preferences inventory, a general skills inventory, and a personal attitude inventory. The third part of the handbook, the job hunt, focuses on assisting participants in learning job hunting skills. Topics covered are job search, career path, and community knowledge. The final part of the guide, presenting your skills to employers, emphasized methods that can be used for approaching employers. Contents include the training contract, resume writing, preparing a portfolio, and researching a company. Role-playing exercises

for interviewing also are supplied. All exercises provide evaluation sections. (KC)

ED 216 146   CE 032 176

Novak, Kathy

Handbook for Women in Transition. Book II Being a Positive Person.

K. N. Associates, Wyomissing, PA.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-81

Note-39p.; For a related document see CE 032 175.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Assertiveness, Attitude Change, Career Planning, Decision Making Skills, *Displaced Homemakers, Employment Qualifications, Females, *Interpersonal Competence, Leaders Guides, Learning Activities, *Positive Reinforcement, *Self Concept, Self Concept Measures, *Self Esteem, *Self Evaluation (Individuals), Transfer of Training, Workshops

Based on a survey of displaced homemaker service providers, this handbook provides techniques that can be used to promote positive thinking skills among displaced homemakers/persons in transition. The materials are designed to help women in transition to build their self-image and confidence after experiencing the impact of displacement. Exercises in the guide are geared toward getting the participants actively involved in the image-building process. Each exercise, when completed, is to be discussed in a group setting to allow participants an opportunity to share experiences. Following an overview of the guide and suggestions for leading workshops, the guide contains exercises on self-image, self-evaluation, decision making, assertiveness, depression, and role playing. (KC)

ED 216 147 CE 032 177

Daniel, Walter G. Holden, John B.

Ambrose Caliver: Adult Educator and Civil Servant.

Adult Education Association of U.S.A., Washington, D.C.

Pub Date-66

Note-36p.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, *Adult Education, *Adult Literacy, Advisory Committees, Aging (Individuals), Biographies, *Black Education, *Blacks, Civil Liberties, Civil Rights, Educational Attainment, *Educational Research, Higher Education, Individual Characteristics, National Surveys, Postsecondary Education, Professional Continuing Education, Secondary Education, Social Problems

Identifiers-*Caliver (Ambrose)

A major contributor to the field of adult education, Dr. Ambrose Caliver devoted much of his professional life to adult literacy. While this area continued to occupy his interest and best efforts, he also took an active role in such matters as displaced persons, human rights, public affairs, aging, and professional development of adult educators. Born in 1894, Caliver began his career as a high school principal in Tennessee. Before his death in 1962 he served in the following capacities: faculty member at Fisk University; specialist in the education of Negroes, United States Office of Education; organizer of the National Advisory Committee on the Education on Negroes; implementer of a number of national surveys, including the National Survey of Teacher Education, the National Secondary Education Survey, the National Survey of the Vocational and Educational Guidance of Negroes, and the National Survey of the Higher Education of Negroes; director of a number of workshops dealing with the development of adult literacy programs as well as the professional development of adult educators; initiator of a series of dramatic educational radio broadcasts on Negroes' participation in American life; member of the Displaced Person's Commission; and president of the Adult Education Association. (NN)

ED 216 148 CE 032 182

Beder, Harold Smith, Franceska

Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.

Adult Education Association of U.S.A., Washington, D.C.
Pub Date-77
Note-88p.; Second Printing, 1981.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, Agency Cooperation, *Community Coordination, Educational Cooperation, Educational Finance, *Educational Planning, Financial Support, Guidelines, *Linking Agents, Program Costs, *Program Development, Program Guides, *Program Improvement, Publicity, School Community Relationship, School Holding Power, Services, Student Recruitment

Based on data obtained from the study of three highly visible, well supported, full-time adult learning centers that started as small, part-time operations, this manual contains guidelines for implementing an approach to developing an adult education program through community linkages. The linkage concept is discussed. Covered next is the positive effect of community linkages on various phases of program operation, including recruitment, supportive services, operating funds, visibility, and program development. Examined in a section on how to develop and maintain linkages are such topics as using existing contacts, targeting linkages of greatest benefit, recognizing the needs and characteristics of community and prospective partners, using students as linkers, expanding program capabilities, gaining and recording intelligence on and for linking partners, developing interagency friendships, being honest and forthright, avoiding conflict with linking partners, and competing and cooperating. An inventory of linkage possibilities is provided. Described in a section on costs and problems of linkages are the following concerns: loss of autonomy, time, goal displacement, organizational disruption, and termination. (MN)

ED 216 149 CE 032 196

Schmidt, Warren H. Beckhard, Richard

The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.

Adult Education Association of U.S.A., Washington, D.C.

Pub Date-56

Note-32p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Conferences, Consultants, Data Collection, Definitions, Guidelines, Information Dissemination, National Programs, *Planning, *Program Content, *Program Development, *Program Implementation

Identifiers-*Factfinding

This manual describes the fact-finding conference and provides guidelines for determining when to use one, for planning one, and for conducting one. Defined first are various types of conferences, including the information-giving conference, the problem-solving or decision-making conference, the information-exchange conference, and the fact-finding conference. The role of fact-finding conferences in a national adult education project is examined. Following a discussion of various features of the fact-finding conference, guidelines are set forth for implementing the various phases of it, including initial planning; program development; final preparation; conducting the conference; and reporting, appraisal, and followup. A sample agenda and sample report-form questions are provided. Also analyzed is the role of the conference consultant. (MN)

ED 216 150 CE 032 202

Wadsworth, Samuel G. Frazier, William D.

PLATO Use in Oklahoma Skill Centers. Final Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Pub Date-Apr 82
Note-33p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, *Computer Assisted Instruction, English Instruction, High School Equivalency Programs, Mathematics Instruction, *Outcomes of Education, *Program Effectiveness, Reading Instruction, *Research Problems
Identifiers-*PLATO

This study was conducted to evaluate the usefulness of the PLATO instructional system to teach adult basic education and general educational development students basic mathematics and reading skills. The study was conducted with a control group of students who had no use of PLATO during an 18-month period, a second group of students who had less than 20 hours of PLATO in a given subject, and a third, experimental group who had more than 20 hours of PLATO instruction in a given subject. Results indicated that there was no difference in achievement levels among the three groups; that retention was perhaps somewhat better for the students who used PLATO, and that time spent in classes was much greater for the students who used PLATO. Although few conclusions could be drawn because of lack of control over the study and lack of appropriate use of the PLATO system, one possible conclusion is that mixing instructional methods, i.e., applying traditional instruction and PLATO instruction intermittently in the classes, was confusing to the students. This could account for increased time in classes for students who used the PLATO system without increasing achievement. (Author/KC)

ED 216 151 CE 032 207

Sniegoski, Stephen J., Ed.
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980).
National Association for Industry - Education Cooperation, Buffalo, N.Y.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-80
Note-112p.; This conference was an update of the conference Revitalizing the Northeast: Myths and Realities'' (Hartford, CT, February 1978).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Apprenticeships, Career Education, Cooperation, *Economic Development, *Educational Cooperation, *Education Work Relationship, Employment Programs, Employment Projections, *Human Resources, Industry, Job Training, Labor, *Labor Force Development, Labor Needs, Labor Supply, School Business Relationship, School Community Relationship, Vocational Education
Identifiers-High Technology, United States (Northeast)

These proceedings contain 10 presentations and a panel discussion from a conference to acquaint the Northeast with a structure for developing and implementing solutions to improve the Northeast economically. A statement of purpose for the conference is followed by introductory remarks. The 10 presentations concern these topics: improvement in the northeastern economy and the role of labor training in that improvement, use of employment and training programs as a resource in economic development, educational instruction to meet student and industry needs, use of Employment Security 202 (E-202) data in detailed employment projections and analysis, solutions to the demand for labor in high technology occupations, producing a trained workforce which can guarantee a faster startup and improve productivity, the human resources condition as the most critical factor in the retention of industry, apprenticeships, and Design for the Eighties, South Carolina's approach to technical education. The panel discussion presents comments from five individuals on education, business, and labor cooperations to improve the employment situation and economic development. Improving the education-work relationship is the focus of the president's commentary. (YLB)

ED 216 152 CE 032 209

Jones, Yvonne J.
Secondary Adult Program 310 Report.
Philadelphia School District, PA. Div. of Adult Education.
Pub Date-Oct 81
Note-31p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Adult Programs, Adults, *Continuation Students, High School Equivalency Programs, Program Development, Program Implementation, *Public School Adult Education, Reentry Students, *Secondary Education

In 1980-81 the 8 high schools of the Secondary Adult Program incorporated 176 adults into their regular routines. (Of these, 89 completed the school year following individualized curricula.) Teachers whose classes had less than the maximum allowed enrollment of regular students accepted one or more adult students. The Secondary Adult Program provided for establishing the program in each school, recruiting adults from the community, interviewing and testing adults for placement, and scheduling the adults together for daily advisory sessions. The program also held meetings for the adults and provided staff development coordination for teachers and principals. To provide information on participants' reactions to the program, 56 adult students completed an end-of-year survey. Most reported contact with younger students and academic success. Their most frequently cited difficulties in adjustment were getting up early, sending children to school, getting back into habit of studying, and carrying a full course load. Teachers perceived the adults as a positive influence on other students' behavior and especially on students' and teachers' attitudes. Teachers also indicated adults brought life experiences of special relevance to the subject of the class. (Regular student, adult student, and teacher surveys are included. Publicity materials are appended.) (YLB)

ED 216 153 CE 032 210

Mishler, Carol

A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.

Wisconsin Univ., Green Bay. Assessment Center.

Pub Date-Apr 82

Note-72p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adults, Bachelors Degrees, *Career Change, *College Graduates, Educational Research, Education Work Relationship, *Employment Level, *Employment Patterns, Graduate Surveys, Higher Education, Outcomes of Education, Questionnaires, Surveys, Undergraduate Study, *Vocational Followup

Identifiers-University of Wisconsin System

A study surveyed University of Wisconsin System adult graduates (age 29 and over at graduation) from traditional campus programs to determine the impact of a bachelor's degree on their lives and work three to five years after graduation. The main interest was job changes experienced by adult graduates. Of 441 adults surveyed, 254 returned the mailed questionnaire that collected data about graduate's background, activities and job status prior to entering college, educational goals, and present employment status. Questionnaires also referred to job-related changes and gains in areas not directly related to employment. Conclusions were that most returned to college to gain the satisfaction of a degree and/or develop a career. Percentage of fulltime workers went from 54% to 78%. Before the degree, about half were employed in professional, technical, and managerial positions; afterwards this increased to 84%. Post-degree jobs demanded a higher level of working with data and people. About half reported increased job responsibilities, pay, status, security, and/or change to a different job. Most were not employed at the same organization as prior to return to college. Nearly all had engaged in further education, and most reported personal growth. (The instrument and some responses are appended.) (YLB)

ED 216 154 CE 032 211

Sewall, Timothy J.

A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.

Wisconsin Univ., Green Bay. Assessment Center.

Pub Date-Apr 82

Note-53p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Adult Students, Bachelors Degrees, Educational Research, *Enrollment Influences, Higher Education, *Incentives, *Motivation, *Student Characteristics, Surveys, *Undergraduate Study

An investigation of events that cause adults to enroll in traditional college or university degree programs studied the general demographic characteristics of adult students, events that trigger adults to enter or reenter a bachelor's degree program, and the relationship between barriers to education and triggering events. In phase 1, 20 students participated in interviews whose results provided the basis for development of a questionnaire. Phase 2 was the pilot test of the instrument. In the full survey phase data from 906 returned surveys were analyzed. Results showed that 72% of the students were between ages 25-34, 61% were married, and 62% had children. Two-thirds were employed. Nearly two-thirds had attended college previously. Barriers to earlier enrollment included job and family responsibilities, lack of interest, and availability of funds. Adults' primary reason for pursuing a college degree was to improve and expand career opportunities. Triggers to college enrollment were job dissatisfaction, encouragement from others, available funds, children entering school, and realization that a college degree was necessary to achieve a personal goal. There appeared to be a strong relationship between reasons for delaying college entry and triggering events. (The survey is appended.) (YLB)

ED 216 155 CE 032 216

Corse, Fran Hershberger, Jane

ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-81

Note-137p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Basic Education, Community Resources, Competence, Competency Based Education, Consumer Economics, *Daily Living Skills, Educational Resources, *English (Second Language), Government Role, Health, Laws, Learning Activities, *Lesson Plans, Occupational Information, Safety, *Second Language Instruction, Teaching Guides, *Teaching Methods

This package contains a teacher's card catalogue of 100 lesson plans (on cards) dealing with individual life skills topics to be used with English-as-a-second-language students, plus a teacher's guide for using the lessons. The cards are directed toward a specific competency, with 20 cards in each of five Adult Performance Level (APL) areas: occupational knowledge, consumer economics, health and safety, government and law, and community resources. Each card contains the following information: (1) a number/letter heading keyed to the participant's life skills checklist; (2) estimated classroom teaching time; (3) the APL area; (4) the specific life skills topic; and (5) the lesson plan. Each lesson plan includes teacher preparation, basic skills to be acquired by participants, specific activities, demonstration of competence, and individual life skill activity. Material resources are coded to correspond to a bibliographic listing in the teacher's guide. The packet was designed for intermediate-level ESL students. The teacher's guide that accompanies the cards describes the project need, product, method of determining product scope, and product evaluation procedures; and provides a participant's life skills checklist and a bibliography of resource materials. (KC)

ED 216 156 CE 032 235

Wilken, William H. Brown, Lawrence L., III
Manpower-Education Coordination: Two Decades of Frustration. Report
Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
Pub Date-Jan 81
Note-57p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Coordination, *Educational Cooperation, *Employment Programs, Federal Legislation, Federal Programs, *Job Training, Program Effectiveness, Schools, Vocational Education, *Youth Employment
Identifiers-*Comprehensive Employment and Training Act, *Manpower Programs

Federal funds for youth employment programs have increased for two decades, yet program effectiveness could improve if greater coordination between job training agencies and educational institutions were achieved. Initial coordination efforts gave educational agencies a major role in governing and operating the vocational education services needed by local manpower programs. With the enactment of the Comprehensive Employment and Training Act (CETA), state and local manpower agencies were given freedom to develop and operate educational programs. Educators criticized these arrangements, and Congress amended CETA to give them a greater role. Some evidence, such as increased communication and cooperation, suggests that administrative relationships between educational institutions and manpower agencies have improved. Most educational institutions, however, continue to treat manpower programs as low priorities. Few have matched CETA dollars with their own resources or developed mechanisms for awarding credit for work experience. Most manpower agencies have made little effort to develop training programs with a strong basic educational component. Causes of weak linkages include recency of CETA coordination mandates, defects in the mandates, and characteristics of manpower agencies and schools which probably cannot be changed by coordination alone. (A table of findings of exemplary CETA-local education agency service agreements is appended.) (YLB)

ED 216 157 CE 032 237

Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.

National Commission on Working Women, Washington, D.C.; National Inst. for Work and Learning, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date-80

Contract-400-79-0074

Note-45p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Blue Collar Occupations, Career Counseling, Day Care, Demonstration Programs, *Employment Level, Equal Opportunities (Jobs), Fringe Benefits, *Labor Problems, Models, Sex Fairness, Wages

Identifiers-*National Commission on Working Women, *Pink Collar Occupations, Support Systems

Phase 1 of the National Commission on Working Women (NCWW) process for change was dedicated to learning and communicating problems of the 33 million women (80% of the female workforce) who are in the lowest paying and least regarded jobs. Three principal means were developed to reach as many of the 80% as possible: regional dialogues, national survey, and letters. NCWW identified four areas of prime concern: low wages and benefits; lack of personal support systems; lack of quality, affordable child care; and inaccessibility of appropriate education and training opportunities. Two specific strategies were created to effectively utilize the information collected. The first was linked with NCWW's on-going public awareness program. Mechanisms established were a slide tape presentation, news bureau, quarterly publication, Annual Women at Work Broadcast Awards Program, public testimony, and informal speakers bureau. The second strategy was design and testing of action-based model programs, including Research Roundtable on Working Women, Career Counseling for Clerical Workers, state/local dialogues with working women, Conference on Community Solutions for Child Care, education/career advisement of working women, and personal skills training. Major elements of phase 2 will include leadership skills training and development of policy options papers. (YLB)

ED 216 158 CE 032 390

Turman, Carlene L.

Competency Mapping: A New Concept in ABE Needs Assessment.

Pub Date- 79
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, *Competence, *Educational Needs, *Information Sources, Models, *Needs Assessment, Skills
Identifiers-Adult Performance Level, *Competency Mapping

The concept of competency mapping'' emerged from a study of the state-of-the-art of adult education needs assessment to provide the basis for development of a model for states to adopt or adapt to fulfill requirements of the 1978 amendments to the Adult Education Act. Need was defined as a lack of functional competency and those problems encountered by adults who want to finish high school but have been unable to do so. It was further determined that functional competency at the Adult Performance Level (APL) 1 was predictable with efficiency by combining data on adult functional competency level and on certain demographic characteristics available through the United States Census Public Use Tapes. Numbers of persons in the APL 1 population could be predicted on a state-by-state, county-by-county, or Standard Metropolitan Statistical area basis. The competency [illegible] developed would identify with reasonable accuracy specific need areas within each state where indepth problem-specific needs assessments could then follow. Discrepancies between predicted needs and areas where funds had been allocated and spent could be identified using a disbursement pattern for Federal funds. Data errors and subjective factors idiosyncratic to a state or region appeared to be inadequacies of competency mapping. (YLB)

ED 216 159 CE 032 417

Devore, Mary Ann Good, James D.

Equality in Language. An Instructional Unit in Sex Equity.

Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Pub Date- 81
Note-26p.; For related documents see CE 032 418-420.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education, Behavioral Objectives, *Language Usage, Learning Activities, Learning Modules, *Perception, Postsecondary Education, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Student Attitudes, Transparencies, Units of Study, *Vocational Education

Compiled for use by Missouri vocational educators in the classroom or workplace, this instructional unit is the second of four designed to aid students and adults in assessing their own attitudes and plans and obtaining an awareness of sex equity and bias. Its objective is for the participant to be able to recognize sexist language and to use unbiased language in speaking and writing. Materials provided include a unit and specific objectives, suggested activities for instructors and participants, list of instructional materials, unit references, information sheet(s), transparency masters, handout(s), and activity sheets. (YLB)

ED 216 160 CE 032 418

Good, James D. Devore, Mary Ann

Creating Awareness: An Instructional Unit in Sex Equity.

Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Pub Date- 81
Note-37p.; For related documents see CE 032 417-420.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education, Behavioral Objectives, Females, Learning Activities, Learning Modules, Males, *Perception, Postsecondary Education, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Student Attitudes, Transparencies, Units of Study, *Vocational Education

Compiled for use by Missouri vocational educators in the classroom or workplace, this instructional unit is the first of four designed to aid students and adults in assessing their own attitudes and plans and obtaining an awareness of sex equity and bias. Its objective is for the participant to be able to recognize damaging effects of sex bias and stereotyping on females and males. Materials provided include a unit and specific objectives, suggested activities for instructors and participants, list of instructional materials, unit references, information sheet(s), transparency masters, handout(s), and activity sheets. (YLB)

ED 216 161 CE 032 419

Good, James D. Devore, Mary Ann

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date-81

Note-27p.; For related documents see CE 032 417-420.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Vocational Education, Behavioral Objectives, Instructional Materials, *Language Usage, Learning Activities, Learning Modules, Media Selection, *Perception, Postsecondary Education, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Student Attitudes, *Textbook Bias, Textbook Evaluation, Transparencies, Units of Study, *Vocational Education

Compiled for use by Missouri vocational educators in the classroom or workplace, this instructional unit is the fourth of four designed to aid students and adults in assessing instructional materials and recognizing and/or correcting biased statements or illustrations. Its objective is for the participant to be able to develop and implement creative ways to supplement biased materials. Materials provided include a unit and specific objectives, suggested activities for instructors and participants, list of instructional materials, unit references, information sheet(s), transparency masters, handout(s), and activity sheets. (Much of this unit's content is adapted from ``Guidelines for the Creative Use of Biased Materials in a Non-Biased Way'' by Women on Words and Images.) (YLB)

ED 216 162 CE 032 420

Devore, Mary Ann Good, James D.

Examining Materials for Sex Fairness: An Instructional Unit.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date-81

Note-40p.; For related documents see CE 032 417-419.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Vocational Education, Behavioral Objectives, Instructional Materials, *Language Usage, Learning Activities, Learning Modules, Media Selection, *Perception, Postsecondary Education, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Student Attitudes, *Textbook Bias, Textbook Evaluation, Transparencies, Units of Study, *Vocational Education

Compiled for use by Missouri vocational educators in the classroom or workplace, this instructional unit is the third of four designed to aid students and adults in assessing instructional materials and recognizing and/or correcting biased statements or illustrations. Its objective is for the participant to be able to examine materials for sex fairness and to recognize examples of sex bias. Materials provided include a unit and specific objectives, suggested activities for instructors and participants, list of instructional materials, unit references, information sheet(s), transparency masters, handout(s), and activity sheets. (Much of this unit's content is adapted from ``Guidelines for the Creative Use of Biased Materials in a Non-Biased Way'' by Women on Words and Images.) (YLB)

ED 216 163 CE 032 422

Patton, Gregory D.

Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.

McGill Univ., Montreal (Quebec). Faculty of Education.
Spons Agency-Ministry of Education, Quebec (Canada).
Pub Date-Oct 81
Note-90p.
Available from-Ministre de Education Complex G, Quebec, Canada.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Change Strategies, *Classroom Techniques, Definitions, *Discipline, *Discipline Problems, Educational Needs, Inservice Teacher Education, *Models, Needs Assessment, Questionnaires, *Secondary Education, Surveys, Teacher Attitudes, Teacher Characteristics, Teaching Methods, Teaching Models, Teaching Skills, *Vocational Education, Vocational Education Teachers

In order to establish a theoretical basis for the development of a classroom discipline model that could be used by secondary vocational teachers, a study investigated the problems experienced by vocational teachers in maintaining classroom discipline, the causes of such discipline problems, and techniques used to rectify classroom discipline problems. In addition, the study analyzed and synthesized the underlying principles of various disciplinary techniques to develop a structural framework as the basis of related formal instruction for vocational teachers. Study findings were based on data obtained from informal interviews and questionnaires administered to 73 post-certification level students enrolled at McGill University. According to those surveyed, student inattentiveness, lack of student responsibility, excessive talking, and student aggression toward teachers are the major discipline problems arising in secondary vocational classrooms. The survey isolated 50 different causes underlying these problems. Based on the synthesis of those discipline strategies found to be effective by respondents, a model was designed for use by teachers in developing effective disciplinary skills. Key features of the model include an objective classroom monitor, a process referred to as monitoring, establishment of specific inservice training seminars, and trained followup specialists. (MN)

ED 216 164 CE 032 424

Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date-Mar 82

Grant-G007900952

Note-268p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Abstracts, Agency Cooperation, Career Development, *Career Education, Career Guidance, Curriculum Development, *Demonstration Programs, *Disabilities, Inservice Teacher Education, Normalization (Handicapped), Postsecondary Education, Preservice Teacher Education, Program Budgeting, Program Content, *Program Descriptions, Program Development, Program Evaluation, *Research Projects, Rural Education, School Business Relationship, Secondary Education, Special Education, Teacher Education, *Vocational Education, Vocational Rehabilitation

This publication contains 60 abstracts of projects funded by the United States Department of Education, Office of Special Education, to provide innovative preservice and inservice training initiatives for personnel in the area of career/vocational education for handicapped persons. Program areas covered in the abstracts include preservice and inservice programs, legislation and policy information, certification, vocational assessment, career development and guidance, interagency collaboration, prevocational and postsecondary programing, Comprehensive Employment and Training Act (CETA) programs and rehabilitation resources, program evaluation, individual planning, parent and consumer information, least restrictive environment, funding and cost analysis, cooperative business sector linkages, curriculum, rural programs, and special populations. The abstracts are written in the standard format used by the National Inservice Network (NIN), located at Indiana

University, and will be entered into the NIN computerized network. The publication also contains a current listing of project directors, a map illustrating the geographical distribution of the individual projects, an index of major objectives, and a directory of the Division of Personnel Preparation program staff. (KC)

ED 216 165 CE 032 427

Picou, J. Steven

Vocational Education for Migrant Youth. Information Series No. 238.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-Jan 82

Contract-300-78-0032

Note-36p.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (IN 238, $3.75; quantity discounts available write for information).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Development, Curriculum Development, *Educational Needs, Employment Potential, Job Skills, Migrant Adult Education, *Migrant Education, Migrant Employment, Migrant Problems, Migrant Programs, *Migrant Youth, Models, *Occupational Aspiration, Postsecondary Education, Program Development, Research Needs, Secondary Education, *Vocational Education

This paper is intended to assist vocational educators in meeting the career development needs and aspirations of migrant youth. It examines the unique characteristics of migrant youth and develops a general life-cycle model of their vocational development. This comparative analysis provides the vocational educator with a basis for identifying programmatic efforts to enhance the career achievements of this special population. The paper addresses crucial issues that must be resolved through basic and applied research before migrant youth can effectively enter a broader labor market. These issues include the handicapping effects of poverty, geographic mobility, ethnicity, and language barriers as they have an impact upon the vocational development of migrant youth. Other concerns considered are the educational, psychological, and physical problems unique to migrant youth and their forced entry into agricultural labor. Recommendations are made for breaking the cycle of limited vocational alternatives for migrant youth. For example, it is suggested that vocational education programs be designed as a response to the total context of the life style of migrant youth in order to develop adequate vocational skills. Modifying vocational education programs to meet these needs includes providing strong programs to develop communication skills, to master basic skills, to enhance positive self-concepts, and to provide a futures orientation. Suggestions for further research also are given. (KC)

ED 216 166 CE 032 428

Halasz, Ida Behm, Karen

Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-82

Contract-300-78-0032

Note-98p.

Available from-National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 227, $7.95; quantity discounts available see last page of document).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accreditation (Institutions), Case Studies, Check Lists, *Correctional Education, Data Analysis, *Data Collection, Definitions, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Flow Charts, Guidelines, Material Development, *Program Evaluation, Questionnaires, Records (Forms), Resources, Staff Utilization, Standards, *Vocational Education

Developed as a guide for improving current procedures or initiating procedures to evaluate vocational education programs in correctional institutions, this handbook provides an introduction to and understanding of the evaluation process through the use of a case study, flowcharts, check lists, descriptions of helpful resources, and examples of evaluation instruments. It consists of three sections. Covered first are the tasks of defining evaluation and identifying vocational education. Next various steps in the evaluation process are described, including determining purposes, identifying outcomes, determining functions, selecting methods, identifying staff, collecting data, analyzing data, and reporting results. Provided in the final section are listings of resources and references as well as the following sample materials: a check list for accreditation standards, a former student questionnaire, an employer survey, a cover letter to program review team members, instructions for program review teams, a program review team evaluation report, an evaluation form, and criteria for evaluating a vocational education program. (MN)

ED 216 167 CE 032 429

Abram, Robert And Others

Preparing for High Technology: Programs That Work.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Report No.-NCRVE-R&D-Ser-229

Pub Date-82

Contract-300-78-0032

Note-57p.; For related documents see CE 032 430-431.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 229, $4.95; quantity discounts available see last page of document).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Case Studies, *Cooperative Programs, Curriculum Development, Demand Occupations, Demonstration Programs, Education Work Relationship, Futures (of Society), Job Skills, Paraprofessional Personnel, Postsecondary Education, *Program Descriptions, *Program Development, Program Improvement, *School Business Relationship, Skill Development, Technical Education, Technical Occupations, *Technological Advancement, Technology, *Training Methods, Vocational Education

Ten case studies of collaborative arrangements between postsecondary vocational education institutions and companies manufacturing or using advanced technologies are reported in this document. The intention is to explore exemplary approaches to planning, developing, and implementing training programs for technicians in rapidly changing high-technology areas to meet emerging skill needs for American businesses and industries seeking to improve productivity. The case studies examine training programs in advanced computer applications, microelectronics, medical electronics, advanced manufacturing, and advanced office technologies. The contributions of both the schools and the participating companies are examined, including their collaborations in program planning and development activities; in finding funding, equipment, and facilities for the programs; in recruiting or upgrading skills of instructional staff; in devising or revising curricula; in obtaining state approval of new programs; and in effecting technology transfer for schools' and industries' mutual benefit. Recommendations are offered to leaders in education, business, and industry for fostering the growth of high technology and developing appropriate technician-level training programs. (KC)

ED 216 168 CE 032 430

Faddis, Constance And Others

Preparing for High Technology: Strategies for Change.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Report No.-NCRVE-R&D-Ser-230

Pub Date-82

Contract-300-78-0032

Note-47p.; For related documents see CE 032 429-431.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 230, $4.25; quantity discounts available see last page of document).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies, Computer Oriented Programs, Curriculum Development, Demand Occupations, *Education Work Relationship, Employment Opportunities, *Employment Projections, *Futures (of Society), Job Skills, Manufacturing, Manufacturing Industry, Paraprofessional Personnel, Postsecondary Education, Program Development, Program Improvement, Skill Development, *Technical Education, Technical Occupations, *Technological Advancement, Technology, Telecommunications, Training Methods, Two Year Colleges, Vocational Education

Identifiers-Technology Adaptation Project

In order to help postsecondary technical colleges to keep abreast of changing technology, a study was conducted (1) to investigate the current and future status of three high technology areas in terms of their impacts on occupations, labor demand, and training requirements; and (2) to provide guidelines to help colleges change their programs to meet the demands of these changing industries. The first section of this report presents a brief survey of the impact of new technologies on selected industries and occupations. The technological innovations reviewed are telecommunications, computer applications, and advanced manufacturing technologies (including robotics). Each review includes examples of major applications and leading user groups. Effects of the innovations on labor demand and occupations are reported and forecasts of anticipated effects on job content, skills, and skill levels are reviewed for workers in technician-level jobs. The second section presents an analysis of technological advancement in the marketplace and the ways postsecondary colleges can respond to such advancements. Recommended strategies for early assessment and a more rapid and successful response by postsecondary colleges are discussed. (KC)

CE 032 431

ED 216 169

Long, James P. Warmbrod, Catharine P.

Preparing for High Technology: A Guide for Community Colleges.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Report No.-NCRVE-R&D-Ser-231

Pub Date-82

Contract-300-78-0032

Note-23p.; For related documents see CE 032 429-430.

Available from-National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 231, $2.75; quantity discounts available see last page of document).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Curriculum Development, Demand Occupations, Educational Finance, *Education Work Relationship, Futures (of Society), *Job Skills, Paraprofessional Personnel, Postsecondary Education, Professional Development, Program Budgeting, *Program Development, *Program Improvement, School Business Relationship, Skill Development, Staff Development, Teacher Recruitment, Technical Education, Technical Occupations, *Technological Advancement, Technology, *Training Methods, Vocational Education

Identifiers-Technology Adaptation Project

So that postsecondary institutions can meet the training needs of business and industry, this guide has been developed to help colleges increase and improve their active participation in assisting businesses and industries to use advanced technology. It provides suggestions for keeping faculty up to date, acquiring the latest equipment, and providing programs for training new workers as well as upgrading present workers. The guide also suggests means of using new curricula and delivery systems and modifying existing programs. The guide presents strategies and recommendations for rapid and appropriate responses to new technological development, based on data gathered in the Technology Adaptation Project. The strategies and recommendations for successful practices are divided into four areas: program planning; financing and equipping; staff development and recruitment; and curricula development and delivery systems. A summary of the Technology Adaptation Project is included in the guide. (KC)

ED 216 170 CE 032 432

Jaycox, Victoria H. And Others
Effective Responses to the Crime Problem of Older Americans: A Handbook.
National Council for Senior Citizens, Inc., Washington, D.C.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date-Jan 82
Contract-DHHS-90-AT-0024/01 and 02
Note-272p.; For a related document see CE 032 433.
Available from-National Council of Senior Citizens, 925 15th Street NW, Washington, DC ($8.00; $7.00 each for 10 or more copies).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Communication (Thought Transfer), Community Programs, Consumer Protection, *Crime, *Crime Prevention, Crisis Intervention, Fear, Guidelines, Individual Characteristics, *Individual Needs, *Older Adults, *Program Implementation, Psychological Needs, *Victims of Crime
Identifiers-*Victim Assistance

This handbook is designed for use either as a guide for anyone personally or professionally concerned about the crime problem of America's elderly as a text in a training course on crime against the elderly. Following an introductory sketch of the crime problem facing America's eldery, a description is provided of the typical older American. Discussed next are patterns of crime against the elderly. The fear of crime and its consequences are addressed. After an examination of the basics of crime prevention and victim assistance, guidelines are set forth for preventing street and residential crimes against elderly adults as well as for preventing consumer fraud and con games. Outlined next are procedures for community crime prevention. Following a discussion of victimization and its aftermath, suggestions are given for meeting the needs of elderly crime victims, for communicating with groups on the topic of crime prevention education. (A related instructor's guide is available separately see note.) (MN)

ED 216 171 CE 032 433

Goodell, Rita Nitzberg

Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.

National Council for Senior Citizens, Inc., Washington, D.C.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date-Jan 82
Contract-DHHS-90-AT-0024/01 and 02
Note-193p.; For a related document see CE 032 432.
Available from-National Council of Senior Citizens, 925 15th Street NW, Washington, DC 20005 ($8.00; $7.00 each for 10 or more copies).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Communication (Thought Transfer), Community Programs, Consumer Protection, Course Descriptions, Course Organization, *Crime, *Crime Prevention, Crisis Intervention, Fear, Guidelines, Individual Characteristics, *Individual Needs, Lesson Plans, *Older Adults, *Program Implementation, Psychological Needs, Resources, *Victims of Crime
Identifiers-*Victim Assistance

Designed for use in conjunction with a handbook dealing with effective responses to the crime problem of older Americans, this instructor's guide contains information pertaining to organizing and conducting a course on preventing crimes against the elderly as well as a series of lesson plans. Various aspects of course structure are discussed, including general learning objectives for participants, training philosophy, introductory materials for training new instructors, course design, and reading and resources. Provided next are plans outlining lessons on the following topics: a sketch of America's elderly; patterns of crime against the elderly; fear of crime and its consequences; preventing street crimes, residential crimes, and consumer fraud; community crime prevention; victimization and its aftermath; meeting the needs of elderly crime victims; communicating with older individuals; advocating for an improved response to the elderly's crime problem; locating anti-crime resources; developing a comprehensive crime prevention program; and developing a training program for the elderly. (The above-mentioned handbook is available separately see note.) (MN)

ED 216 172 CE 032 434

Harrington, Lois G., Ed.

Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-American Association for Vocational Instructional Materials, Athens, Ga.
Pub Date-82
Note-99p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Education, Administrators, *Competency Based Teacher Education, Delivery Systems, Educational Needs, *Educational Practices, Educational Research, Educational Strategies, Innovation, Inservice Teacher Education, Instructional Materials, Internship Programs, Learning Activities, Learning Modules, *Management Development, Material Development, Outreach Programs, Preservice Teacher Education, *Professional Continuing Education, Professional Development, *Program Development, Program Effectiveness, Program Improvement, Research Needs, Staff Development, *Vocational Education Teachers
Identifiers-Pennsylvania

These proceedings contain the texts of 20 reports presented at a conference organized to review and assess the status of the following types of performance/competency-based approaches to the professional development of vocational teachers and administrators: performance-based teacher education (PBTE), competency-based teacher education (CBTE), competency-based staff development (CBSD), and competency-based administrator education (CBAE). Covered in the first group of papers are PBTE, CBAE, and CBTE programs at various universities in Pennsylvania. In an analysis of progressive PBTE practices various topics are discussed, including implementing an outreach program of professional development for industry trainers using the PBTE/CBSD model and developing learning activity packages. Also outlined is the further revision of the PBTE module series developed by the National Center for Research in Vocational Education. Following a progress report of the consortium for the development of competency-based materials for vocational administrators, various CBAE programs are described, including the Florida preservice and inservice vocational administrator training program, Program LIFE (Leadership Intern Field Experience), and competency-based vocational administrator programs in Ohio and Illinois. Also included are small group reports on PBTE preservice, inservice, and individual competencies as well as postsecondary CBSD and CBAE. (MN)

ED 216 173 CE 032 440

Burrow, Elaine

Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-80

Note-149p.; For related documents see CE 032 441-442.

Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.

Language-English; Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Bilingual Education, *Bilingual Instructional Materials, Business Correspondence, Business Skills, Communication Skills, Employment Interviews, *Equipment Utilization, Filing, Hygiene, Interpersonal Competence, Job Search Methods, *Job Skills, Learning Activities, Nutrition, Occupational Safety and Health, *Office Machines, *Office Occupations Education, Records (Forms), Safety, Secondary Education, Self Care Skills, Transparencies, Vocational Education

Identifiers-*Duplicating Equipment

Intended to help the bilingual office duplication practices instructor to better communicate to students with limited English speaking ability the more technical aspects of information presented in class, this supplement consists of a series of transparency masters with Spanish sub-titles for key words. It consists of 18 units. Covered first is the process of applying for a social security card. Various job safety procedures are dealt with. Focus of the next two groups of transparencies is on various aspects of interpersonal relations, including avoiding politicking, apple polishing, and gossiping as well as on practicing good grooming and nutrition habits. Addressed next are procedures for using stencil duplicators, fluid duplicators, image paper masters, and electronic calculators. The next four units consist of transparency masters illustrating the basic rules of filing as well as rules for indexing, geographic filing, and numeric filing. Routing slips, envelopes, package wrappings, and state abbreviations are dealt with next. Also covered are appropriate forms of dress for interviews and methods of applying for jobs. (Another volume of transparencies and a companion instructor's manual are available separately see note.) (MN)

ED 216 174 CE 032 441

Burrow, Elaine

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-80

Note-122p.; For related documents see CE 032 440-442.

Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.

Language-English; Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Bilingual Education, *Bilingual Instructional Materials, *Business Correspondence, Business Skills, Communication Skills, *Equipment Utilization, Instructional Materials, Learning Activities, Letters (Alphabet), Letters (Correspondence), *Office Machines, *Office Occupations Education, Records (Forms), Secondary Education, Transparencies, Typewriting, Vocational Education

Identifiers-*Duplicating Equipment

Intended to help bilingual office duplication practices instructors to better communicate to the student with limited English speaking ability the more technical aspects of information presented in class, this supplement consists of a series of transparency masters with Spanish sub-titles for key words. It consists of 15 units. Presented first are a sample credit application and bank statement and stub. Various stock and purchase forms are covered. Following a section dealing with paper and envelopes, transparency masters are provided dealing with typewriter components as well as typewriter use and maintenance. The next three sections contain examples of various types of business letters, cash register and refund slips, and cash receipts and vouchers. Also included are transparency masters illustrating such office equipment as paper collaters, paper cutters, paper folders, and photo copiers as well as styles of print and measurement scales. The final section covers pyramid blocks of success, cheerful voices, and communication skills. (The other two volumes in this series are available separately see note.) (MN)

ED 216 175 CE 032 442

Burrow, Elaine

Office Duplication Practices. Teacher's Handbook. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-80

Note-116p.; For related documents see CE 032 440-441.

Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advisory Committees, Business Skills, Community Resources, Educational Cooperation, Educational History, *Equipment Utilization, Guidelines, *Job Skills, *Office Machines, *Office Occupations Education, Parent Participation, Program Development, Publicity, Public Relations, Records (Forms), Safety, Secondary Education, Standards, State Programs, State Standards, Student Organizations, Student Recruitment, Vocational Education

Identifiers-*Duplicating Equipment, Special Needs Students, Texas

Developed to serve as a reference for the office duplication practices instructor, this teacher's handbook consists of ideas to aid the instructor in developing and implementing office duplication practices and teacher certification courses. Covered next are various aspects of public relations, including working with school personnel, working with parents, utilizing media, locating and utilizing community resources, and recruiting students. Procedures for establishing and operating advisory committees are outlined. Set forth next are guidelines for eliminating sex stereotyping. Suggestions are provided for working with special needs students. Following a discussion of classroom organization, classroom safety procedures are explained. Youth leadership organizations are also examined. Appended to the handbook are Texas state standards for office duplication practices programs as well as a variety of records, sample correspondence, and sample publicity releases. (Two related volumes of transparency masters for use with Spanish-speaking students are available separately see note.) (MN)

ED 216 176 CE 032 443

Hohhertz, Durwin

Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-81
Note-490p.; For related documents see CE 032 444-445.
Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Banking, Behavioral Objectives, Budgeting, Communication (Thought Transfer), Competency Based Education, *Consumer Protection, *Cooperative Education, Course Descriptions, Credit (Finance), *Daily Living Skills, Instructional Materials, Instructor Coordinators, *Insurance, Laws, Learning Activities, Lesson Plans, *Metric System, *Money Management, Part Time Employment, Secondary Education, Student Employment, Teaching Guides, Tests, Transparencies, Vocational Education
Identifiers-Income Taxes, *Survival Skills, Texas

This section on basic life skills is one of three that comprise a program entitled Related Instruction for Cooperative Part-Time Training. (Other sections are Job Related Instruction and Personal Development.) It contains 10 instructional units. Each unit includes the following basic components: unit and specific objectives, notes to the coordinator (outline of steps to follow to accomplish objectives), answers to assignment sheets and tests, information sheets that provide content essential for meeting the cognitive objectives of the program, transparency masters, assignment sheets, and tests. A unit is planned to cover more than one lesson or period of instruction. Units included in this section are Survival Skills, Income Tax, You and the Law, Communications, Banking, Consumerism, Credit, Budgeting, Insurance, and Metric System. (YLB)

ED 216 177 CE 032 444

Hohhertz, Durwin

Personal Development for Cooperative Part-Time Training. Coordinator's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-81
Note-249p.; For related documents see CE 032 443-445.
Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, *Cooperative Education, Course Descriptions, *Decision Making, *Human Relations, *Hygiene, Instructional Materials, Instructor Coordinators, Interpersonal Relationship, Leadership, *Leadership Training, Learning Activities, Lesson Plans, Part Time Employment, Responsibility, Secondary Education, Self Actualization, Self Care Skills, *Self Concept, Student Employment, Teaching Guides, Transparencies, Vocational Education
Identifiers-Texas

This section on personal development is one of three that comprise a program entitled Related Instruction for Cooperative Part-Time Training. (Other sections are Basic Life Skills and Job-Related Instruction.) It contains six instructional units. Each unit includes the following basic components: unit and specific objectives, notes to the coordinator (outline of steps to follow to accomplish objectives), answers to assignment sheets and tests, information sheets that provide content essential for meeting the cognitive objectives of the program, transparency masters, assignment sheets, and tests. A unit is planned to cover more than one lesson or period of instruction. Units included in this section are Leadership Development, Personal Appearance, Understanding Yourself, Assuming Responsibility, Human Relations, and Decision Making. (YLB)

ED 216 178 CE 032 445

Hohhertz, Durwin

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-81

Note-468p.; For related documents see CE 032 443-444.

Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Career Change, Competency Based Education, *Cooperative Education, Course Descriptions, Economics, Employer Employee Relationship, Employment Interviews, Fringe Benefits, Instructional Materials, Instructor Coordinators, *Interpersonal Relationship, *Job Application, Learning Activities, Lesson Plans, *Orientation, Part Time Employment, *Safety, Salaries, Secondary Education, Student Employment, Teaching Guides, Transparencies, Unions, Vocational Education

Identifiers-*Free Enterprise System, Texas

This section on job-related instruction is one of three that comprise a program entitled Related Instruction for Cooperative Part-Time Training. (Other sections are Personal Development and Basic Life Skills.) It contains nine instructional units. Each unit includes the following basic components: unit and specific objectives, notes to the coordinator (outline of steps to follow to accomplish objectives), answers to assignment sheets and tests, information sheets that provide content essential for meeting the cognitive objectives of the program, transparency masters, assignment sheets, and tests. A unit is planned to cover more than one lesson or period of instruction. Units included in this section are Orientation, Job Application and Interview, Safety, Employer-Employee Relations, Getting Along With Co-Workers, Salaries: Where Do They Go, Changing Jobs and Resignations, Labor Unions, and Free Enterprise. (YLB)

ED 216 179 CE 032 453

Burrow, Elaine

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-82

Note-329p.

Available from-East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Business Skills, Career Education, Competence, Equipment Utilization, Guidelines, Instructional Materials, *Job Skills, Language Usage, Learning Activities, Mathematics, Microcomputers, *Office Machines, *Office Occupations, *Office Occupations Education, Resources, Vocational Education, *Word Processing

Identifiers-Dictation, Machine Transcription, Proofreading

Designed to help teachers provide students with various word processing skills, this teacher's guide contains nine units of instruction. The units address various skills that are prerequisite for entry-level word processing positions, including concepts and theories of word processing, language usage, mathematics, machine transcription and dictation, proofreading, and using resources and references. Included in each unit are the following materials: (1) an objective sheet, containing unit and specific objectives along with listings of subject material to be covered and the competencies required by students to achieve the unit objective; (2) a notes-to-the-instructor sheet, providing suggestions for gathering reference materials and supplies, designing and ordering visual aids, arranging for field trips and/or guest speakers, and presenting the information; (3) information sheets that are applicable for group or individualized instruction; (4) transparency masters; (5) activity sheets; (6) answer sheets; and (7) unit tests. (MN)

ED 216 180 CE 032 497

Military Curriculum Materials for Vocational and Technical Education. Engine Principles, 8-3. Edition 5.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 75

Note-150p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Curriculum, *Engines, Independent Study, Postsecondary Education, *Programed Instructional Materials, Secondary Education, Technical Education, Units of Study, *Vocational Education

Identifiers-Military Curriculum Project

This individualized, self-paced course for independent study in engine principles has been adapted from military curriculum materials for vocational education use. The course provides the student with basic information on engine principles including different kinds of combustion engines, lubrication systems, and cooling systems. It is organized into the following five lessons: introduction to internal combustion engines; spark ignition engines; compression ignition and gas turbine engines; engine lubrication systems; and engine cooling systems. Each lesson contains objectives, text readings, and review exercises. The text is coded, and the answers to the exercises are keyed to the text. A final examination, without answers, is provided. The course can be used as a supplemental unit with any engine repair or design course. (KC)

ED 216 181 CE 032 498

Sinick, Daniel McKibbin, Glenn B.

Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.

Western Gerontological Society, San Francisco, Calif.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date- 81
Contract-DHHS-105-80-C-028
Note-23p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Career Counseling, *Clearinghouses, Demography, Employee Attitudes, Employer Attitudes, Employment Opportunities, Employment Services, Feasibility Studies, *Gerontology, Information Needs, *Job Applicants, *Job Placement, *Linking Agents, Needs Assessment, Postsecondary Education, Program Design, Questionnaires, *Referral, Surveys
Identifiers-Arizona, Hawaii, Nevada, Pacific Basin Countries

A study assessed the need for and nature of linking gerontology jobs and workers through aging employment clearinghouses. Questionnaires designed to determine the need for such clearinghouses in the region encompassing Arizona, Hawaii, Nevada, and the Pacific Basin were completed by the following persons/agencies involved in the field of aging: 117 employers, 49 employees, 18 linking operations, and 25 gerontology programs. When questioned concerning the usefulness of job/job seeker linking operations, a majority of each group surveyed felt that aging clearinghouses would be at least moderately useful. In response to items concerning the nature of effective linking operation, respondents suggested job placement counseling with consideration given to such variables important to aging field job seekers as salary range and geographic location. Tentative recommendations called for encouraging aging employment clearinghouses, for establishing a full-fledged clearinghouse in the region surveyed, and for incorporating into the operations of that particular clearinghouse those features found successful according to the study and to related literature. (MN)

Troike, Rudolph C. And Others

Assessing Successful Strategies in Bilingual Vocational Training Programs.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Report No.-ISBN-0-89763-061-0
Pub Date-81
Contract-300-79-0649; 400-80-0040
Note-236p.
Available from-National Clearinghouse for Bilingual Education, 1300 Wilson Blvd., Suite B2-11, Arlington, VA 22209 ($3.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, *Bilingual Education Programs, Check Lists, Definitions, Educational Needs, Educational Research, *Educational Strategies, Evaluation Criteria, Evaluation Methods, Federal Legislation, Guidelines, Postsecondary Education, Program Administration, Program Descriptions, *Program Development, *Program Effectiveness, *Program Evaluation, Questionnaires, Staff Development, Success, Two Year Colleges, *Vocational Education

Based on the findings of a study investigating the factors and practices that have contributed to the successful outcomes of nine existing bilingual vocational training (BVT) programs, this guide is designed to provide practical ideas and information to program administrators and others interested in initiating and improving vocational training programs for persons with limited English speaking ability. Following a discussion of the study on which the guide is based, brief descriptions are provided of the BVT programs studied. Explained next are various successful program strategies utilized in the following BVT program areas: program administration, staff development, staff recruitment, trainee recruitment, trainee selection, program orientation, bilingual vocational skills instruction, advisory committees, curriculum development, counseling, cross-cultural training, linkage activities, on-the-job practice, job development and placement, program records, and institutionalization. Various criteria for success in bilingual education are discussed. Covered next are such aspects of planning BVT programs as needs assessment, linkage activities, administrative structure, program design, scheduling, staff development, coordination, and evaluation. Included in appendixes to the guide are checklists of criteria for successful strategies in BVT programs and passages from pertinent federal legislation. (MN)

ED 216 183 CE 032 501

Morrisey, J. Thomas
University Education (Continuing Education): Its Past, Present and Future.
Pub Date- 81
Note-18p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, *Continuing Education, *Educational History, Educational Needs, Educational Practices, *Educational Trends, *Extension Education, *Futures (of Society), Postsecondary Education, *School Role, Services, Student Needs, Trend Analysis

University extension first came into practice in America at Queens College in 1816. Throughout the nineteenth century, a number of extension education programs were established in the United States. Originally aimed at providing both information and recreation, extension courses began to be geared toward meeting specific training needs of the people. By the turn of the century, the university extension movement was greatly aided by the extension work of agricultural colleges. By 1965 university extension programs varied greatly from institution to institution, as colleges and universities responded to what they perceived as the problems and needs within their areas of concern. At the same time, institutions began to recognize the need to offer various support services to increase access to their educational programs. Literature appearing in the 1970s usually speaks in terms of continuing education, with special emphasis on professional continuing education and increasing the use of electronic media to increase program audience size. The recent declines in college enrollments have created the need for a reexamination of the purposes and scope of extension education. Extension educators must assess local needs for extension education, increase the relevance of their programs, and improve their public relations efforts. (MN).

ED 216 184 CE 032 504

Holmes, Dennis H.

Program Design for Summer Youth Training.

Pub Date-Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Career Exploration, Career Guidance, Delinquent Rehabilitation, Demonstration Programs, *Disadvantaged Youth, Dropout Prevention, Dropouts, *Employment Potential, Federal Programs, *High Risk Persons, *Job Skills, Minority Groups, Out of School Youth, Program Design, Work Experience Programs, Young Adults, *Youth Programs

Identifiers-Career Exploration Program, *Opportunities Industrialization Centers America, Youth Employment and Demonstration Projects Act

The Career Exploration Program was a 10-week outreach summer program for high-risk youth aged 16 to 21, operated for three years beginning in 1979 by the Opportunities Industrialization Centers of America (OIC/A) and funded by the United States Department of Labor. The structured demonstration program focused specifically on high school dropouts, potential dropouts, and juvenile ex-offenders in seven urban demonstration sites across the country. The project attempted to (1) provide the participant group with opportunities to explore vocational and career options; (2) to develop job readiness and job-holding skills; (3) to help the participants clarify their occupational interests and aspirations; (4) to increase the likelihood that youth would remain or return to school or seek meaningful employment; and (5) to reduce recidivism among the youth offenders. The program included classroom instruction, coupled with personal and vocational counseling, on-site work experiences, and follow-up activities and services. The curriculum for the classroom component was adapted from that used in OIC/A's Career Intern Program. Following completion of the 10 weeks, attempts were made to keep youths in contact with the program during the following school year. (KC)

ED 216 185 CE 032 505

Freeberg, Norman E. Rock, Donald A.

What to Do with What We Know and What to Do about What We Don't Know.

Pub Date-Mar 82
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Databases, Data Collection, Educational Policy, *Educational Research, *Education Work Relationship, *Employment Programs, Evaluation Criteria, Evaluation Methods, Followup Studies, Information Needs, Information Utilization, Longitudinal Studies, Outcomes of Education, Program Effectiveness, *Program Evaluation, *Research Design, Research Methodology, *Research Needs, Research Problems, Summative Evaluation, Surveys, Youth, Youth Employment
Identifiers-Standard Assessment System, *Youth Career Development Program, Youth Employment and Demonstration Projects Act

Because of various flaws in their design, most research studies that have up to now examined the transition of youth to the work setting have failed to pinpoint ways of improving existing programs. Many of these design flaws (including lack of a uniform set of outcome measures, failure to routinely incorporate control groups, and failure to design for replication) have been overcome in a study that examined the effectiveness of the Youth Career Development (YCD) Program. The study's design involved the use of a Standard Assessment System (SAS) that could serve as a core system with a range of behavioral constructs that would be applicable to program objectives across the variety of Youth Education and Demonstration Projects Act (YEDPA) programs. Included in the SAS were a battery of measures of vocationally oriented attitudes and knowledge, performance outcome survey instruments, and surveys to collect demographic data. Based on a summative approach, the study focused on determining what works best for whom when assessing particular programs. After analyzing the results of the survey as well as the design of the study itself, researchers found that both the YCD and the measurement system used to evaluate it were extremely effective. Recommendations called for further research to determine why some programs work and others do not. (MN)

ED 216 186 CE 032 512

Reed, V. Gerald

Cooperative Education Is a Superior Strategy for Using Basic Learning Processes.

Pub Date-Apr 82

Note-21p.; Paper presented at the Cooperative Education Association Conference (Las Vegas, NV, April 6-8, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Association (Psychology), Attention, *Cognitive Processes, Cognitive Style, *Cooperative Education, *Educational Benefits, *Educational Strategies, Imitation, *Learning Processes, Learning Theories, Modeling (Psychology), Observational Learning, Position Papers, *Program Effectiveness, Reinforcement, Stimuli

Identifiers-Overlearning

Cooperative education is a learning strategy that fits very well with basic laws of learning. In fact, several basic important learning processes are far better adapted to the cooperative education strategy than to methods that lean entirely on classroom instruction. For instance, cooperative education affords more opportunities for reinforcement, practice, and overlearning. In addition, co-op settings enjoy the natural advantage of any individualized learning setting in assuring that it progresses and pauses in synchrony with the student's attentiveness. Because the concrete experiences occurring in co-op assignments provide meaningfulness to concepts, they can be grasped more fully and thoroughly. Finally, models in co-op jobs provide extensive demonstrations of appropriate behavior patterns in a variety of real situations that are rewarded or punished appropriately. While additional examination of learning processes would doubtlessly reveal other important advantages of the co-op method, these should suffice to challenge faculty, particularly co-op educators, to explore and develop more fully the relationships between learning objectives of co-op assignments and those of students' major disciplines. (MN)

ED 216 187 CE 032 515

Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.

International Center for Research on Women, Washington, D.C.
Spons Agency-Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
Pub Date-Apr 80
Contract-IDCA-OTR-C-1801
Note-122p.; For a related document see ED 212 760.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agricultural Occupations, Change Strategies, *Developing Nations, Discriminatory Legislation, Economic Change, Economic Development, Economic Factors, Employment Opportunities, *Employment Patterns, Employment Practices, *Employment Problems, *Females, Household Workers, Labor, Labor Legislation, Labor Needs, Policy Formation, *Public Policy, Salary Wage Differentials, *Sex Discrimination, Sex Role, Social Bias, Underemployment
Identifiers-*Third World

Work in the lives of most Third World nation women is not a matter of equity and/or self-actualization. Rather, the changing economic roles and responsibilities of women make working a matter of economic survival. Despite the limitations of existing definitional and measurement problems related to data collection, regional data do exist which illustrate the key role of women in national development. Included among these constraints are the following: women's traditional position in the family, cultural prescriptions and job segregation, traditional educational and training patterns, a surplus of male labor, capital intensive development, and protectionist legislation. In addition, there exist a number of critical issues that combine to relegate the mainstream of women to low-status, low-paying jobs on the fringes of the economy. These include the assumed incompatibility of worker and mother roles and the marginalization of women workers through exploitative conditions. Both international and national policymakers must take measures to minimize constraints to women's employment, to end the effects of protectionist legislation, to relieve the double burden of women, and to minimize the marginalization of women workers. (MN)

ED 216 188 CE 032 516

Mockovak, William P.

An Evaluation of the Use of Job Aids in 1980 Decennial Census Training

Bureau of the Census (DOC), Suitland, MD. Center for Social Science Research.

Pub Date- 81

Note-139p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Comparative Analysis, Employee Attitudes, Followup Studies, *Instructional Materials, *Job Performance, *Job Training, Material Development, Outcomes of Education, Program Development, *Program Effectiveness, Program Improvement, Self Evaluation (Individuals), *Training Methods

Identifiers-Alternative Training Experiment, *Decennial Census Procedures, *Job Performance Aided Training

A study entitled the Alternative Training Experiment (ATE) evaluated the effectiveness of a method for training census enumerators that involved new processes for developing instructional materials (called job performance aids) and new methods of instruction. During the study three pairs of census decentralized offices were matched on variables related to the difficulty of enumeration. Half the trainees from each office were given the experimental or Job-Performance-Aided (JPA) Training, while the remaining trainees were trained via conventional training methods. Based on enumerator reactions collected immediately after the training and again after two to three days of job experience, researchers found a slight but consistent preference for JPA training. A second study compared the job performance of the two groups of participants on a variety of performance measures. After analyzing data from end-of-training knowledge tests, self-report measures, and quality control records obtained as part of normal field operations, researchers decided that no conclusions about the effects of training on job performance were possible. However, they did make several recommendations concerning training development and research, including designing training packages with some flex time, and making the design of training and field manuals an integrated effort. (MN)

ED 216 189 CE 032 531

Watson, Joan Q.
Know Your Laws.
Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
Pub Date-81
Note-165p.; For related documents see CE 032 532-537.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, *Legal Education, Legislation, *Local Government, Police, *State Government, Voting, Voting Rights
Identifiers-Florida

These 24 self-contained competency-based modules are designed to acquaint Florida adult students with laws they will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performance Level competencies.) Rationale and terminal performance objectives are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, resources needed, synopsis of film(s) listed as resources, and handout(s). Topics covered include need for laws, driving laws and signs, voting duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). Other materials include an answer sheet, competency task matrix, and bibliography. Also, teacher's instructional guide is attached. (YLB)

ED 216 190 CE 032 532

Watson, Joan Q. Ledun, Andree

Know Your Laws. French.

Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.

Pub Date-81

Note-179p.; For related documents see CE 032 531-537.

Language-English; French

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Competency Based Education, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, Legal Education, Legislation, *Local Government, Police, *State Government, Voting, Voting Rights

Identifiers-*Bilingual Materials, Florida

This French language version of Know Your Laws'' consists of 24 self-contained modules designed to acquaint the Florida adult student with laws she/he will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performance Level competencies.) Rationale and terminal performance objective are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, and handout(s). Topics covered include need for laws, driving laws and signs, voting, duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). With the exception of the handouts, which are in English only, all materials are presented in both English and French in parallel columns/text. A competency task matrix and bibliography are appended. (YLB)

ED 216 191 CE 032 533

Watson, Joan Q. Kopania, Margaret
Know Your Laws. Polish.
Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
Pub Date-81
Note-178p.; For related documents see CE 032 531-537.
Language-English; Polish
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Competency Based Education, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, *Legal Education, Legislation, *Local Government, Police, Presidents, *State Government, Voting, Voting Rights
Identifiers-*Bilingual Materials, Florida

This Polish langauge version of Know Your Laws'' consists of 24 self-contained modules designed to acquaint the Florida adult student with laws she/he will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performance Level competencies.) Rationale and terminal performance objectives are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, and handout(s). Topics covered include need for laws, driving laws and signs, voting, duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). With the exception of the handouts, which are in English only, all materials are presented in both English and Polish in parallel columns/text. A competency task matrix and bibliography are appended. (YLB)

ED 216 192 CE 032 534

Watson, Joan Q. Karch, Hannelore
Know Your Laws. German.
Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
Pub Date-81
Note-178p.; For related documents see CE 032 531-537.
Language-English; German
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Competency Based Education, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, *Legal Education, Legislation, *Local Government, Police, *State Government, Voting, Voting Rights
Identifiers-*Bilingual Materials, Florida

This German language version of Know Your Laws'' consists of 24 self-contained modules designed to acquaint the Florida adult student with laws she/he will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performace Level competencies.) Rationale and terminal performance objective are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, and handout(s). Topics covered include need for laws, driving laws and signs, voting, duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). With the exception of the handouts, which are in English only, all materials are presented in both English and German in parallel columns/text. A competency task matrix and bibliography are appended. (YLB)

ED 216 193 CE 032 535

Watson, Joan Q. Ackerson, Leonor

Know Your Laws. Spanish.

Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.

Pub Date-81

Note-172p.; For related documents see CE 032 531-537.

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Competency Based Education, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, *Legal Education, Legislation, *Local Government, Police, *State Government, Voting, Voting Rights

Identifiers-*Bilingual Materials

This Spanish language version of ``Know Your Laws'' consists of 24 self-contained modules designed to acquaint the Florida adult student with laws she/he will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performance Level competencies.) Rationale and terminal performance objective are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, and handout(s). Topics covered include need for laws, driving laws and signs, voting, duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). With the exception of the handouts, which are in English only, all materials are presented in both English and Spanish in parallel columns/text. A competency task matrix and bibliography are appended. (YLB)

ED 216 194 CE 032 536

Watson, Joan Q. Ziembinski, Vera
Know Your Laws. Czechoslovakian.
Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
Pub Date-81
Note-179p.; For related documents see CE 032 531-537.
Language-English; Czech
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Competency Based Education, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, *Legal Education, Legislation, *Local Government, Police, *State Government, Voting, Voting Rights
Identifiers-*Bilingual Materials, Florida

This Czechoslovakian language version of Know Your Laws'' consists of 24 self-contained modules designed to acquaint the Florida adult student with laws she/he will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performance Level competencies.) Rationale and terminal performance objective are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, and handout(s). Topics covered include need for laws, driving laws and signs, voting, duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). With the exception of the handouts, which are in English only, all materials are presented in both English and Czechoslovakian in parallel columns/text. A competency task matrix and bibliography are appended. (YLB)

ED 216 195 CE 032 537

Watson, Joan Q.
Know Your Laws. Italian.
Flagler County District School Board, Bunnell, FL.; Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
Pub Date-81
Note-179p.; For related documents see CE 032 531-536.
Language-English; Italian
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, Citizenship Education, Citizenship Responsibility, *Civics, Civil Rights, Competency Based Education, Consumer Protection, Court Litigation, Courts, Delinquency, *Federal Government, *Laws, Learning Modules, *Legal Education, Legislation, *Local Government, Police, *State Government, Voting, Voting Rights
Identifiers-*Bilingual Materials, Florida

This Italian language version of ``Know Your Laws'' consists of 24 self-contained modules designed to acquaint the Florida adult students with law they will meet in everyday life; fundamentals of local, state, and federal governments; and the criminal and juvenile justice systems. (The 130 objectives are categorized in the first three levels of the Cognitive Domain and parallel the Adult Performance Level competencies.) Rationale and terminal performance objectives are first presented. Each module may contain some or all of the following: objectives, vocabulary list with definitions, enabling activities, and handout(s). Topics covered include need for laws, driving laws and signs, voting, duties and responsibilities of citizens, consumer law, citizen rights, legal importance of name, need for lawyer, legal documents, social legislation, Florida police, local government, elected county government, state officials, Florida governor, Florida laws, how a bill becomes a law (state and federal), powers of the president, United States Court System, Miranda warnings, felonies versus misdemeanors, court appearances, juvenile justice system, and juvenile delinquent and PINS (Persons in Need of Supervision). With the exception of the handouts, which are in English only, all materials are presented in both English and Italian in parallel columns/text. A competency task matrix and bibliography are appended. (YLB)

ED 216 196 CE 032 538

Frankel, Alan D.

Structuring an Adult Learning Environment, Part III: The Team Approach.

Pub Date-82

Note-17p.; Paper presented at the Meeting of the Western College Reading Association (San Diego, CA, April 2, 1982). For related documents see ED 199 658 and ED 210 624.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Admissions Officers, Adult Education, Adults, *Adult Students, *Anxiety, Educational Cooperation, Higher Education, Instructional Design, Integrated Activities, Interdisciplinary Approach, Models, Peer Counseling, Peer Teaching, Program Design, *Program Development, *Reentry Students, Services, Student Needs, Student Role, Teacher Role, Teaching Methods, *Teamwork, Tutors

Identifiers-*Learning Environment

An interdisciplinary, team approach involving a variety of support services and a joint effort on the part of faculty, admissions personnel, peers, and tutors can be an effective tool for use in reducing the anxiety of adults who are returning to education. Whether they are organized to publicize departmental offerings or to explain the function of various tests, informal gatherings between faculty, admissions personnel, and adult students can help relieve adult students' anxiety resulting from feelings of competition and lack of immediate positive feedback. Other means of helping adult learners include making them active participants in the education process by utilizing a student-centered model of instruction, and offering such support services as coffee hours and peer tutoring programs. A particularly valuable tool for reducing adult student anxiety levels is the integrated course that, by virtue of its interdisciplinary approach, allows for the integration of skills from the following areas: reading development, writing development, effective reasoning, basic philosophy, mathematics, and speech. (The first two papers in this series are available separately see note.) (MN)

ED 216 197 CE 032 540

Gilleland, Dayton
Career Education Competency Checklist for the Learning Handicapped.
Riverside County Superintendent of Schools, Calif.
Pub Date-Mar 82
Note-40p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Career Exploration, *Career Planning, Check Lists, Competence, Daily Living Skills, Decision Making, Educational Opportunities, *Learning Disabilities, Money Management, Perception, Self Concept, *Skills, Vocational Education, Work Attitudes
Identifiers-Consumer Skills, Economic Awareness

This checklist is intended for use by teachers in identifying student competency levels as they pertain to the developmental process of career education while identifying special areas requiring additional teaching concentration. It can direct teachers in infusion of career education concepts into their developed classroom curriculum or aid in planning and implementing the career education component of the student's Individualized Education Plan. The 10 Goal Statements for Career Education'' developed by the California State Department of Education serve as the distribution basis for the specific career education competencies included in the checklist. These 10 goal statements are categorized and assigned to one of the four basic developmental stages of the career education learning process: awareness (self-awareness, occupational awareness, attitude development, educational awareness, economic awareness), orientation (consumer competencies, career orientation), exploration (career planning and decision making, career exploration), and preparation (career preparation). One other category is also included basic survival skills (basic life and survival skills). (To use the checklist, the teacher signifies which career education competencies the student is felt to have already obtained by marking the appropriate grade level column on that page of the checklist.) (YLB)

ED 216 198 CE 032 541

Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.

North Dakota State Board for Vocational Education, Bismarck.
Pub Date-Sep 80
Note-239p.; This is a revised edition of the Phase I handbook, Pioneers in Equality,'' 1979, which was an adaptation of New Pioneers,'' a product of the North Carolina Program to Expand Sex Roles.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Attitude Change, Career Choice, Change Strategies, Educational Objectives, *Employment Opportunities, Family Life, Females, Guidelines, Instructional Materials, Learning Activities, Males, *Nontraditional Occupations, *Program Development, Resources, Sex Bias, Sex Differences, Sex Fairness, *Sex Role, *Sex Stereotypes, State Programs, Teacher Workshops, Values, Values Education, *Vocational Education
Identifiers-North Dakota, *North Dakota Pioneers in Equality Project

Developed during the course of the North Dakota Pioneers in Equality Project and originally used in a series of regional workshops for vocational teachers and school administrators, this handbook deals with ways in which vocational educators can help to eliminate sex role and occupational stereotyping. It consists of a series of 11 chapters devoted to various aspects of sex stereotyping and its elimination as well as various lists of resources for use in eliminating sex role stereotyping. Included in the handbook are discussions of the following topics: real life events and philosophical guidelines that help expand sex roles; the difference between bias, stereotyping, and discrimination, the relationship between sex identity, individual characteristics, and the world of work; the effects of sex bias and stereotyping of men; sexism in language and textbooks; ways to build trust between the sexes and expand career horizons; activities to aid in the recognition of sex role stereotyping behavior in children; the effect of sex differences on attitudes and aspirations; and behavior patterns that affect the success of men and women in their chosen professions. Also provided are resource lists of vocational instructional materials for sex equity, publications, films, activity kits and games, and audiovisual materials. (MN)

ED 216 199 CE 032 546

Sorrentino, Constance
Youth Unemployment: An International Perspective.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.-DOL-Bull-2098
Pub Date-Sep 81
Note-49p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Apprenticeships, Career Counseling, Career Guidance, Comparative Analysis, Developed Nations, *Global Approach, Job Training, *Labor Force, *Labor Market, *Labor Needs, Minimum Wage, Minority Groups, Tables (Data), *Unemployment, Vocational Education, Young Adults, *Youth Employment
Identifiers-Australia, Canada, France, Germany, Great Britain, Italy, Japan, Sweden

This bulletin examines the labor market experience of youth in the United States and eight other industrial countries from the early 1960s to the late 1970s. The analysis focuses upon unemployment, the most visible and measurable form of labor underutilization. The report highlights the size of the youth unemployment problem and discusses some of the underlying reasons for the large international differences in youth unemployment. To facilitate international comparisons, the data have been adjusted to United States concepts. Subjects covered include trends in labor supply, demand factors, the student labor force, apprenticeship and format training, guidance and counseling, youth minimum wage, and minority group unemployment. Countries studied in the report, in addition to the United States, are Canada, Australia, Japan, France, Germany, Great Britain, Italy, and Sweden. Presented in a brief conclusion are comparative differences among the countries and reasons accounting for them. (KC)

ED 216 200 CE 032 547

Military Curriculum Materials for Vocational and Technical Education. Soils Engineering 3-1. Edition 1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 74

Note-227p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Curriculum, Independent Study, Postsecondary Education, *Programed Instructional Materials, Secondary Education, *Soil Science, Technical Education, Units of Study, *Vocational Education

Identifiers-Military Curriculum Project

This individualized, self-paced course for independent study in soils engineering was adapted from military curriculum materials for use in vocational education. The course is designed to acquaint students with various soil types and their characteristics using various procedures, tests, and recording forms. Some of these duties are determining which soils make the best foundation materials and what effect frost action has on these soils; performing soil surveys and soil classification by field tests and by the Unified Soil Classification System; performing procedures to compact and stabilize soils and design a base course for bituminous roads and airfield runways; and using the proper procedures, equipment, tables, formulas and other aids in tests and soil analysis. The contents are divided into the following eight lessons, each containing objectives, reading assignments, and self-graded tests: basic soil properties; soil surveys, soil classification; soil compaction; strength design using California bearing ratio; flexible pavement structure; frost action and permafrost; improvement of soil characteristics; and construction methods and practices. The text is coded and all questions are keyed to the text. A final examination consisting of 50 multiple choice questions, without answers, is included. (KC)

ED 216 201 CE 032 548

Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 74

Note-312p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Construction (Process), Curriculum, Independent Study, *Plumbing, Postsecondary Education, *Programed Instructional Materials, Secondary Education, Technical Education, Units of Study, *Vocational Education

Identifiers-Military Curriculum Project

This individualized, self-paced course for independent study in plumbing was adapted from military curriculum materials for use in vocational education. The course provides the theory to accompany on-the-job training in the plumbing trade. It provides basic information on job safety and tools, waste systems, and water supply systems and fixtures. The course is organized in three volumes. Volume 1, Career

Orientation, Supervision, and Resource Management, contains chapters on job safety and job tools and equipment. Volume 2, Waste Systems, contains chapters on sewage systems and waste disposal; structural openings, building drains, stacks, and vents; roughing-in vents and waste lines; measuring, cutting, threading, and assembling pipe; and inspecting and maintaining waste systems. The final volume, Water Supply Systems and Fixtures, contains seven chapters covering water supply systems and pipe assembling; roughing-in water supplies and installing fixtures; copper tubing and brass pipe; insulation and winterization of plumbing; water heaters, dishwashers, steam kettles, sinks, and auxiliary plumbing equipment; preventive maintenance and corrosion control; and fire protection and lawn sprinkler systems. Each chapter is organized around criterion learning objectives. A numbered objective is followed by text and an exercise with answers provided. Each volume is accompanied by a volume review exercise containing from 107 to 114 multiple choice questions coded to the learning objectives, without answers. (KC)

ED 216 202 CE 032 549

Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Electricity 3-3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-314p.
Available from-Military Curriculum Project, The National Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Course Content, Curriculum, *Electric Circuits, *Electricity, Independent Study, Learning Activities, Postsecondary Education, *Programed Instructional Materials, Secondary Education, Technical Education, Vocational Education
Identifiers-Military Curriculum Project

This independent self-study course on electricity was developed from military sources for use in vocational education. The course provides a source of study materials on the principles of electricity. The five lessons are divided into two parts, each of which contains criterion objectives and self-tests. The course provides basic coverage of atomic structures and matter; series and parallel circuits; measuring devices; batteries and electromagnetism. The course is presented in a programmed instruction format, in small steps using frames, and is easy to read and understand. Criterion objectives, self-tests, and answers are given. The materials are suitable for supplementing classroom activities, for enrichment materials, and for additional help for slow learners.(KC)

ED 216 203 CE 032 550

Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-123p.

Available from-Military Curriculum Project, The National Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Building Trades, *Construction (Process), Construction Materials, Course Content, Curriculum, Independent Study, Learning Activities, *Masonry, Postsecondary Education, *Programed Instructional Materials, Secondary Education, *Trade and Industrial Education, *Vocational Education

Identifiers-Military Curriculum Project

This independent, self-study course on masonry was developed from military sources for use in vocational education. The course provides basic instruction in the skills and knowledge required to enter the masonry trade. The course involves theory and is intended to be used with laboratory or on-the-job training. Some of the job skills included are making and using mixes for erecting structures; reinforcing concrete; mixing mortar for masonry units; using plastering tools and techniques; laying brick; recognizing the characteristics and the use of concrete and stone units; selecting and laying ceramic and quarry tile; and estimating material requirements. The course consists of the following three lessons covering seven chapters in the text: concrete mixes and structures; mortar, plaster, and clay brick; and concrete blocks, stone, tiles, and estimates. Each lesson contains an objective, lesson assignment in the text, and review exercises. The answers to the exercises are keyed to the text, and a discussion of the answers is also provided. A course examination of 30 multiple choice questions, without answers, is included in the packet. (KC)

ED 216 204 CE 032 551

Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-119p.

Available from-Military Curriculum Project, The National Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives, *Building Trades, *Construction (Process), Course Content, Curriculum, Group Instruction, Individualized Instruction, Instructional Materials, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Teaching Guides, Teaching Methods, Technical Education, *Trade and Industrial Education, *Vocational Education

Identifiers-Military Curriculum Project, *Tile Occupations

This course, for individualized or group instruction on ceramic tile setting, was developed from military sources for use in vocational education. The course provides students with skills in mortar preparation, surface preparation, tile layout planning, tile setting, tile cutting, and the grouting of tile joints. Both theory and shop assignments are included with the course materials. The materials are organized into two units. Unit 1, the introduction, covers safety. Unit 2, on ceramic tile setting, contains the following two sections covering 30 hours of class and shop time: mortar mixing and ceramic tile, and ceramic tile installation. Instructors guides are prepared for each section describing instructional materials, instructional aids, terminal and enabling objectives, criterion tests, and homework assignments. Each section includes an outline of instruction, instructor activities, and student activities. Four job sheets are prepared to accompany the last two sections. These involve a list of the tools, equipment, and materials needed for the assignment and a list of procedures. Text material is also provided. (KC)

ED 216 205 CE 032 554

Nelson, Orville Halfin, Harold

Emerging Skills: Implications for Voc Ed. Information Series No. 234.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-Jan 82

Contract-300-78-0032

Note-43p.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (IN 234, $4.25; quantity discounts available write for information).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development, *Educational Needs, Educational Trends, *Futures (of Society), Job Skills, Job Training, Labor Needs, Postsecondary Education, Research Utilization, Secondary Education, *Skill Analysis, Skill Development, *Skill Obsolescence, *Technical Education, Transfer of Training, *Vocational Education

Identifiers-*Emerging Occupations

During the next two decades, vocational education will face a major challenge to keep up to date with technology. National crises usually lead to new technologies. The United States today faces major problems in the areas of energy, productivity, and foreign trade. Solutions to these problems will generate new knowledge and technology that will change skill requirements for many jobs and create many more new ones. Methods that can be used to identify the emerging skills that will be needed include the following: use of advisory committees, creative insight, the DACUM process (Developing a Curriculum''), the Delphi process, evaluation studies, industrial work experience, labor market surveys, conferences, and task analysis. In order for vocational education to keep pace with changes in technology, it must become more proactive and involved with the transfer of new technology from research and development laboratories to practical use in business and industry. Vocational education curriculum development processes must become more flexible and assist vocational educators in using a variety of data for making curriculum and instructional decisions. (Author/KC)

ED 216 206 CE 032 556

Milne, Bruce G.

Vocational Education for Gifted and Talented Students. Information Series No. 236.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-Jan 82

Contract-300-78-0032

Note-57p.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210, (IN 236, $4.95; quantity discounts available write for information).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Development, *Educational Needs, Educational Resources, Educational Trends, *Futures (of Society), *Gifted, Postsecondary Education, Program Development, *Program Improvement, Secondary Education, Student Recruitment, *Talent, *Vocational Education

The way to the future may well be through America's gifted and talented youth. High technology demands the talents of these young people. Gifted and talented students are multitalented. They have many interests and the curiosity and persistence to pursue them. Many are especially interested in technical subjects. Vocational education can offer excellent career options for these students. In order for vocational educators to contribute to the career development of gifted and talented students, they must have information that will enable them to identify these students and to develop strategies for providing them with appropriate programming. Suggestions for preparing more gifted and talented students through vocational education include the following: (1) improve the image of vocational education through public relations programs; (2) obtain training in relevant new technologies; (3) obtain information about working with gifted and talented students; (4) evaluate programs in light of the needs of gifted and talented students and assess the potential of those programs for both attracting and effectively serving such students; (5) develop differentiated programs and individualized instruction; and (6) establish a communications network to disseminate information on programs for gifted and talented students in vocational education. (Sources through which vocational educators may obtain additional resources on this topic are contained in the paper.) (KC)

King-Fitch, Catherine C.

Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date-Feb 82
Contract-300-78-0032
Note-194p.; For related documents, see ED 187 925-926.
Available from-The National Center for Research in Vocational Education, National Center for Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 224, $7.95; quantity discounts available write for information).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adolescents, Adults, Career Counseling, Career Guidance, Career Planning, *Delivery Systems, *Disadvantaged, Employment Potential, Guidelines, Job Search Methods, *Job Skills, Job Training, Needs Assessment, *Program Development, Program Evaluation, *Vocational Adjustment, *Vocational Followup, Vocational Maturity
Identifiers-Comprehensive Employment and Training Act

This manual provides a set of guidelines and suggested practices for implementing a follow-through services component in conjunction with an employment and training program. It is based in part on a 1980 study conducted by the National Center for Research in Vocational Education in which Comprehensive Employment and Training Act (CETA) practitioners were interviewed regarding follow-through services that would continue the job of preparing clients for stable employment and self-sufficiency. That study revealed a lack of such services and an expressed need for guidelines for establishing such a program. While the original study focused on CETA, this manual is intended for any employment and training program designed to assist disadvantaged clients. Guidelines are provided for planning a follow-through program to meet local needs, conducting a client needs assessment, delivering services to clients, conducting program evaluation, and staffing a follow-through program. Suggested practices are offered in four major program areas: job search assistance, job adjustment counseling, career planning and training assistance, and referral to support services. (KC)

ED 216 208 CE 032 562

Campbell, Paul B. And Others

High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-82

Contract-300-78-0032

Note-37p.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 226, $3.75; quantity discounts available write for information).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration, Educational Research, *Employment, Females, *High School Graduates, Minority Groups, *Participation, *Postsecondary Education, Secondary Education, *Vocational Education, Young Adults

Data from three studies were analyzed to determine effects of participation in secondary vocational education on subsequent labor market experiences and postsecondary educational experiences. The data were from the National Longitudinal Survey (NLS) of Labor Market Experience, New Youth Cohort, and high school transcripts of a subsample of the NLS panel. Five patterns of participation were identified: no vocational credits, concentrators, limited concentrators, concentrator/explorers, explorers, and incidental/personals. Low socioeconomic status was associated with higher levels of concentration. Females tended to have significantly higher representation among more intensive patterns of participation. Labor market status was influenced by race, sex, patterns of participation, and socioeconomic status. Being minority, female, and of a high socioeconomic status were associated with being out of the labor force. Intensive participation was associated with employment. A majority of high school graduates enrolled in postsecondary education. Higher levels of educational aspirations were associated with higher probabilities of postsecondary participation. Additional factors that positively influenced postsecondary participation included class rank and, for whites only, parents' education. Findings suggested that policymakers consider the diversity of participation in vocational education as they make decisions affecting programs' structure, students' assignment, facility use, and service delivery. (YLB)

ED 216 209 CE 032 563

Starr, Harold And Others

Using Labor Market Information in Vocational Planning. R & D Series No. 228.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-82

Contract-300-78-0032

Note-108p.

Available from-The National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Rd., Columbus, OH 43210 (RD 228, $8.75; quantity discounts available write for information).

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Cooperative Planning, Educational Needs, *Educational Planning, Information Utilization, *Labor Market, Labor Needs, Labor Supply, *Long Range Planning, *Policy Formation, Postsecondary Education, *Program Development, Program Evaluation, Program Improvement, Secondary Education, Statewide Planning, *Vocational Education

Research findings point up the need by vocational educators for better ways to apply labor market information in doing program planning and evaluation. This report describes a procedure that state and local education agencies can use to develop a long-range program plan for vocational education, and special emphasis is given to the many ways in which labor market information can contribute both to the development and to the periodic evaluation of such a plan. The report contains three main sections. It begins by listing five research-based reasons for assuming that better ways are needed to incorporate labor market information in the process of vocational education program planning and evaluation. A structure or framework for developing and revising a long-range program plan for vocational education is described next. The planning and evaluation framework consists of 10 sequential and interrelated planning and evaluation steps or tasks and a set of components for each task. The tasks respond to five general questions that must be addressed in any comprehensive plan. Using these tasks and questions in a matrix format to produce a plan is illustrated by case examples from a booming resort town and a depressed rural area. The last part of the report describes a variety of agencies that can be valuable sources of labor market information for vocational education program planning and details a number of ways in which interagency coordination and collaboration can be implemented to make the best use of labor market information in developing effective vocational education program plans. (KC)

ED 216 210 CE 032 571

Burks, Bonnie J. And Others

Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.; Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Pub Date-Dec 81

Note-147p.; Some parts marginally legible.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrator Responsibility, Career Counseling, Career Education, Coordinators, Counselor Role, Job Application, *Job Placement, Job Search Methods, *Program Development, *Program Evaluation, Program Implementation, Secondary Education, *Student Placement, Teacher Responsibility, Vocational Education, Vocational Education Teachers, *Vocational Followup

Identifiers-Alabama

This guide is designed to provide the vocational teacher, vocational counselor, and placement coordinator with resource materials for planning a comprehensive placement program. It is divided into six sections which represent a systematic approach to placement services. They are (1) Planning (goals and benefits, resource coordination, rural and urban schools), (2) Responsibility (vocational teachers, vocational counselors, school placement coordinator, school system placement coordinator, school administrators, advisory/craft committees, team cooperation), (3) Implementation (placement coordinator at local school and system level, placement center, advisory/craft committee, publicize, vocational student surveys, business community surveys, forms and procedures), (4) Procedures (placement services orientation, vocational student survey completion, placement office registration, employment interviews, continuing education information, supportive services), (5) Student Preparation (job hunting plan, student awareness, job seeking skills, job acquiring skills, job keeping skills, terminating a job), and (6) Followup and Evaluation. Forty-three forms are provided. A bibliography is followed by appendixes summarizing Alabama and federal child labor laws. (YLB)

ED 216 211 CE 032 575

Sen, Joya

Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41.

Ontario Inst. for Studies in Education, Toronto.

Report No.-ISBN-0-7744-5053-3

Pub Date-82

Note-132p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($8.50).

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Adolescents, Career Education, *Educational Attainment, *Educational Benefits, *Education Work Relationship, Foreign Countries, Government School Relationship, High School Graduates, Outcomes of Education, School Business Relationship, Secondary Education, *Unemployment, Young Adults, *Youth Employment

Identifiers-*Canada

A study analyzed labor market characteristics of Canadian youth aged 14 to 24 as they relate to youth's high incidence of unemployment. Two sets of hypotheses were tested one relating to participation rate and education and the other relating unemployment and education. A survey was conducted of the literature and Organization for Economic Cooperation and Development programs dealing with transition between school and work, developing job opportunities, and unemployment. Analysis of data concerning youth participation in the Canadian labor force revealed that youth had the highest unemployment rates compared with all other age brackets. Four causes of unemployment were surveyed functional, structural, cyclical, and seasonal and spelled out in terms of inadequate educational attainment. The contention that as one's level of education increases, participation increases and unemployment decreases was empirically tested using available educational and labor force data. About three-fourths of unemployed youth were high school graduates. That indicated that the main

unemployment issue centered around teenage high school youth with deficient education leading to high unemployment. Recommendations included job-oriented secondary education; education-industry, industry-government, and education-government cooperation for training youth; counseling, guidance, and followup services; and research information on youth labor market. (YLB)

ED 216 212 CE 032 579

Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office.

General Accounting Office, Washington, D.C.
Report No.-PAD-82-06
Pub Date-29 Mar 82
Note-124p.
Available from-U.S. General Accounting Office, Document Handling and Information Services, P.O. Box 6015, Gaithersburg, MD 20760 (Bound copies, $3.25 each; unbound, $1.00 each. 25% discount on 100 or more copies).
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adolescents, Black Youth, Career Education, Educational Attainment, Educational Benefits, Employment Opportunities, *Employment Problems, Family Characteristics, Individual Needs, Labor Market, *Needs Assessment, Outcomes of Education, Racial Differences, *Unemployment, *Youth Employment

An analysis of the extent and severity of teenage unemployment showed that from 1949-80 the unemployment rate of white male teenagers remained about three times higher than that of adult males. Much of the difference in these rates was found to be attributed to teenagers voluntarily leaving jobs and the labor force. The relatively small group of unemployed teenagers was heavily concentrated among poor and black people. The need for teenage employment was also ascertained. It was concluded that estimating need required a detailed analysis of the educational achievement, labor force status, and demographic characteristics of teenagers. It was estimated that approximately 962,000 economically disadvantaged teenagers (aged 16-21) with a high school degree or lower attainment were in most need of Federal assistance. Identified causes of teenage unemployment and labor force non-participation were family income and living in a house receiving Aid for Families with Dependent Children. Racial differences in unemployment seemed to be tied to discouragement and family background. Teenage unemployment did not appear to have an adverse effect on future labor market opportunities. A teenager's inability to find a job seemed to have an effect on inclination to commit a crime. (YLB)

ED 216 213 CE 032 586

Knouse, Reno And Others

Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date-82
Note-117p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agricultural Education, Allied Health Occupations Education, Business Education, *Cooperative Education, Distributive Education, Enrollment, Financial Support, Instructor Coordinators, Marketing, *Program Administration, Program Budgeting, Program Descriptions, *Program Design, Program Development, *Program Implementation, Public Relations, Safety, Secondary Education, Student Organizations, *Student Placement, Student Records, Student Recruitment, Teacher Qualifications, Teacher Role, Trade and Industrial Education, Vocational Education, Vocational Education Teachers
Identifiers-New York

This handbook for school administrators and cooperative education coordinators describes State of New York cooperative occupational education programs. It is divided into three sections that focus on program administration, program organization, and program operation. Section 1, Program Administration, presents a philosophy of cooperative education, lists advantages of cooperative occupational education programs, and provides descriptions of cooperative education programs for agriculture education; business, marketing, and distributive education; home economics education; health occupations education; and trade and technical education. Other focuses are scheduling alternatives, teacher-coordinator's role and qualifications, budgeting, and funding. Section 2, Program Organization, discusses guidelines for student enrollment, suggestions for student recruitment and enrollment, finding prospective employers, training stations, advisory councils and consultant committees, legal considerations, credit, organization of related general instruction, Occupational Education Reporting System, records and reports, and student organizations. Topics covered in section 3, Program Operation, include placement, training agreements and plans, student job supervision, steps in creating and maintaining a program, safety, and public relations. A calendar for coordinators is provided. Appendixes, amounting to approximately one-half of the guide, include a glossary, sample forms, and resources. (YLB)

ED 216 214 CE 032 591

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-82
Note-63p.; For related documents see ED 204 590-591, ED 212 826, ED 213 971-972, CE 032 152, and CE 032 240.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data Analysis, *Data Collection, Hearings, *Information Systems, Postsecondary Education, Program Development, *Program Effectiveness, Secondary Education, *Vocational Education
Identifiers-Reauthorization Legislation, *Vocational Education Act 1963, *Vocational Education Data System

This is a report of a hearing on December 10, 1981, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, regarding reauthorization of the Vocational Education Act of 1963. It focuses on the vocational education data system known as VEDS. Testimony includes statements and prepared statements, letters, supplemental material, etc., from 10 individuals representing the Coast Community College District, California, and California Community and Junior Colleges Association; American Vocational Association; Office of Education Research and Improvement, United States (U.S.) Department of Education; American Association of Community and Junior Colleges; U.S. Department of Education; Cape Cod Community College; Colorado State Occupational Information Coordinating Committee; Representative in Congress from California; and Council of Chief State School Officers. (YLB)

ED 216 215 CE 032 641

How to Lead Discussions. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.
Pub Date-55
Note-51p.; For related documents see CE 032 642-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Check Lists, *Discussion Groups, Evaluation, *Group Discussion, Group Dynamics, Leaders, Leadership, *Leadership Responsibility, *Leadership Training, Planning

This pamphlet on leading discussions is the first of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders lead a discussion group or lead one better. Ten articles and how- tos are included. The first and last articles, Why Group Discussion?'' and Education Through Deliberation,'' discuss some social and philosophical aspects of discussion. The Leader's Role'' shows how to spread the task of leading among all group members. Four pieces from a longer article by Thomas Gordon are designed to give practical help in working with the group, planning meetings, and improving discussion skills. These include How Am I Doing?'' (a checklist), Planning for Discussion,'' Releasing Group Resources,'' and Evaluating Your Skill.'' When Books Participate'' focuses on how to choose and talk about books in a way to help a group work out its own problems. How to use drama as a kick-off to discussion in educational programs is the topic of Drama as a Starter.'' Are There Any Questions?'' suggests practical techniques for how to plan and use question-and-answer periods. A bibliography is provided. (YLB)

ED 216 216 CE 032 642

Planning Better Programs. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.
Pub Date-55
Note-52p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Democracy, Group Activities, Groups, *Interests, Leaders, Leadership, *Leadership Training, *Objectives, *Program Development, Program Evaluation

This pamphlet on program planning is the second of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders develop programs suited to their groups and group aims. Eleven articles and how-tos are included. Obstacles to Overcome'' and What's in a Program?'' point out some problems that leaders might overlook if they are accustomed to thinking primarily about content. The Planning Committee'' makes some important suggestions for helping such a group to decide on its functions and get down to work. Three articles by Malcolm Knowles contain practical step-by-step suggestions for developing and maintaining a program that takes into account participant interests and group goals. They are entitled Finding Group Interests,'' What are Your Goals?,'' and Evaluating the Program.'' Checklist of Program Methods'' has the same focus. Speaker or Panel'' and Briefing List for Moderators and Panel Members'' are intended to help the leader in thinking through some specific problems of program development. The final brief article, Participation for Democracy,'' discusses relationships between participation in planning and maintenance of a democratic way of living. Sources for program materials are overviewed. (YLB)

ED 216 217 CE 032 643

Taking Action in the Community. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.

Pub Date-55

Note-52p.; For related documents see CE 032 641-656.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Check Lists, *Community Action, Community Attitudes, Community Change, *Community Involvement, Conflict, Leaders, Leadership, *Leadership Training, *Planning, Social Action, *Social Change

This pamphlet on taking action in the community is the third of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders plan and carry out a constructive program of social change. Eleven articles and how-tos are included. Initiating Social Action,'' Mobilizing Organizations,'' and Mobilizing the Neighbors'' suggest attitudes and methods helpful in beginning the job of working with others and discovering people who are likely to cooperate. Recommended Methods'' is a checklist of techniques that experts from nine fields find most helpful in presenting their aims and programs to community groups. The article When People are Ready'' shows specific ways to capitalize on a community's wish to solve its problems. Community Apathy'' is intended to help leaders see whether their analysis of community needs, plans, and techniques are adequate. Action groups are the focus of From Ideas to Action.'' Phases of Community Action'' is a chart that provides a key to overall planning. Counter-Attack'' and A Quick Look Into Conflict'' help to anticipate difficulties and prevent emergencies as programs begin to affect the community. Attitudes of conformity or unthinking acceptance of things as they are are considered in The Lost Art of Controversy.'' A bibliography is provided. (YLB)

ED 216 218 CE 032 644

Understanding How Groups Work. Leadership Pamphlet Adult Education
Association of U.S.A., Washington, D.C.
Pub Date-55
Note-51p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Apathy, Conflict, *Efficiency, *Group Behavior, *Group Dynamics, Leaders, Leadership, *Leadership Training, Objectives, Stress Variables

This pamphlet on understanding how groups work is the fourth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders learn about group behavior. Eight articles and how-tos are included. Pressures of Groups'' describes some of the forces that exert pressures on groups. The basic steps in diagnosing causes of disruptive group behavior and sensitivities needed to do this are presented in Diagnosing Group Problems.'' Some Basic Issues'' describes three conflicts that all gatherings of individuals face in the process of becoming groups and that need to be resolved. When They Fight,'' It's Apathy If,'' Indecision,'' and The Hidden Agenda'' discuss four types of behavior that commonly trouble groups and suggest the kinds of underlying problems these behaviors often indicate. The final article, Improving Group Efficiency,'' suggests ways in which groups may learn to increase their sensitivity to their own processes. (YLB)

ED 216 219 CE 032 645

How to Teach Adults. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.
Pub Date-55
Note-52p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adult Educators, *Adult Learning, Adult Students, *Classroom Techniques, Dropouts, Leaders, Leadership, *Leadership Training, Student Evaluation, Teacher Improvement, *Teaching Methods

This pamphlet on teaching adults is the fifth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help adult teachers in a variety of institutional settings who specialize in teaching many different subjects. Nine articles and how-tos are included. Improving Your Teaching'' suggests a frame of mind and some ideas to get started. What is Learning?'' examines some complexities in the teaching-learning process. Who Hasn't Acted This Way?'' pokes fun at some things teachers and students do to prevent themselves from learning. Attention is given to ways in which adult learners differ from children in Adults as Learners.'' Planning for Growth'' is intended to sensitize the teacher to conditions which can make learning easier in classroom groups. Using Informal Methods'' and Ideas for Technical Subjects'' suggest some specifics for organizing materials and methods into new and more rewarding patterns. An idea is offered in When

Students Drop Out'' on the problem of the teacher of the non-compulsory class. The final article, Adults Evaluate Themselves,'' considers methods of evaluation that must necessarily be different from those used with younger students. (YLB)

ED 216 220 CE 032 646

How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.
Pub Date-55
Note-53p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Audiovisual Aids, *Classroom Techniques, Conferences, Educational Resources, Feedback, Field Trips, Groups, Large Group Instruction, Leaders, Leadership, *Leadership Training, *Learning Activities, Media Selection, *Role Playing, *Teaching Methods, Workshops
Identifiers-Forums

This pamphlet on using various learning tools is the sixth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders improve their methods of teaching. Ten articles and how-tos are included. Learning Through Role Playing'' discusses this method, its uses, and some things to avoid. A Case Example'' follows which describes the steps in the role playing process. A Checklist of Tools for Learning'' lists various learning resources and activities and briefly describes each one. An overview of role playing in a large group is entitled Audience Role Playing.'' Some Program Patterns'' looks at these types of activities: forum, panel, symposium, and workshop. Why a Problem Census?'' and How to Get Feedback'' describe techniques to increase learning group self-direction. Choosing the Right Audio Visual Aid'' offers suggestions for selecting aids for various settings. Necessary steps for educational visits are described in Take a Field Trip.'' The pamphlet closes with a short list of steps in the process of Inventing New Tools.'' (YLB)

ED 216 221 CE 032 647

Supervision and Consultation. Leadership Pamphlet Adult Education
Association of U.S.A., Washington, D.C.
Pub Date-56
Note-53p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Responsibility, *Adult Education, *Consultants, *Helping Relationship, Leaders, Leadership, *Leadership Training, *Supervisors, Supervisory Methods, *Supervisory Training, Vertical Organization

This pamphlet on supervision and consultation is the seventh of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders learn how to perform activities of both the supervisor and consultant. Nine articles and how-tos are included. The Helping Relationship'' considers the principles involved in helping someone. Some principles to guide supervisors in carrying out their responsibilities seeing jobs are performed and coordinating these jobs so organizational goals will be achieved are presented in Fitting the Person to the Job'' and Making the Organization Work.'' The Three Contacts in Supervision'' describes the hierarchical relationships within which the supervisor works and the special demands of these relationships. Putting Principles into Practice'' develops the problem of being able to understand and communicate with people one works with. Training for Supervisory Development'' presents ideas for training supervisors and getting organizations to accept the idea of training supervisory staff. The last three articles examine the problems of the non-hierarchical consultant relationship. They are Stresses in Consultation,'' Helping the Client Help You,'' and Helping the Consultant Help You.'' (YLB)

ED 216 222 CE 032 648

Training Group Leaders. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.

Pub Date-56

Note-52p.; For related documents see CE 032 641-656.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Attitudes, *Groups, *Leaders, Leadership, *Leadership Responsibility, *Leadership Training, Self Evaluation (Individuals)

Identifiers-*Group Leaders

This pamphlet on training group leaders is the eighth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders learn knowledges, attitudes, and skills to improve the quality of their performance in leadership positions. Nine articles and how-tos are included. The introduction considers leadership training as a prerequisite to democracy. Can Training Be Education?'' discusses leadership development as training an educational process including a practice element. The Functions of Leadership'' lists the functions.

The next four articles consider various elements of the training process. These are The Conditions for Good Training,'' The Role of the Trainer,'' The Training Process'' (getting ready to change, making the change, transferring changes back home), and Designing the Training Group.'' Selecting Leaders for Training'' looks at a study of characteristics and attitude changes of factory workers chosen for leadership roles. The final article, Measuring Leadership Performance,'' provides a checklist to evaluate one's own performance of leadership functions. (YLB)

ED 216 223 CE 032 649

Conducting Workshops and Institutes. Leadership Pamphlet Adult Education
Association of U.S.A., Washington, D.C.
Pub Date-56
Note-53p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Evaluation, *Institutes (Training Programs), Leaders, Leadership, *Leadership Training, Participation, *Technology Transfer, *Workshops

This pamphlet on conducting workshops and institutes is the ninth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders who conduct workshops or institutes to increase their skills and insight. Ten articles and how-tos are included. Human Values in the Workshop Method'' discusses what is compatible between the method and the nature of human beings. Several essential points in the preparation of the participant for an institute or workshop are illustrated in Planning for Participation.'' The Workshop Training Process'' describes 11 steps in training workshop participants and suggests ways the workshop leader can help the participants take these steps. That Crucial First Session'' discusses group rapport and presents suggestions to meet individual needs. Using small work groups at conferences is the focus of Organizing Work Groups;'' Using Resource People'' looks at whom to use and when. The next article presents eight Points for Participants.'' Learning Through Play'' spells out some devices for social experience in workshops and suggests a rationale for their contribution. Specific suggestions for maximizing application are offered in Back Home Application.'' The final article, Evaluation,'' discusses sensible assessment methods for workshops and institutes. (YLB)

ED 216 224 CE 032 650

Working with Volunteers. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.

Pub Date-56

Note-52p.; For related documents see CE 032 641-656.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Churches, Church Workers, Leaders, Leadership, *Leadership Training, *Placement, *Supervision, *Volunteers, *Volunteer Training

This pamphlet on working with volunteers is the tenth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help volunteers and the professionals who work with them improve their effectiveness. Seven articles and how-tos are included. Who Volunteers and Why?'' and How Some Find Time to Volunteer'' look at the motives of the volunteer and at the homes and problems they may have left behind. The Role of the Recruiting Agency'' tells what the agency wants to get out of the relationship and suggests some ways it can help itself to get it. The next three articles deal with the three most significant points of contact between the professional and the volunteer ''Placement,'' Training,'' and Supervision.'' Volunteers in the Church'' presents the volunteer within a particular institutional setting and takes up the problem presented when the volunteer is more highly skilled at the job he has taken on than the professional with whom he serves. (YLB)

ED 216 225 CE 032 651

Conferences That Work. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.

Pub Date-56

Note-52p.; For related documents see CE 032 641-656.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administration, *Adult Education, *Conferences, Job Skills, Leaders, Leadership, *Leadership Training, *Personnel Needs, *Planning

This pamphlet on conferences is the eleventh of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders plan and manage conferences. Eight articles and how-tos are included. The Conference of the Future'' presents results of a sampling of 18 national organizations on ways to change and improve conferences. Building the Conference Community'' attempts to deal with the problems created by differences in experience among conference participants. Personnel requirements for conference planning are suggested in the Conference Operations Chart'' and The Planning Committee.'' A detailed outline of the planning steps to be taken before, during, and after the conference is presented in Planning and Management.'' Organizing for Work'' considers two fundamental processes of the work conferences organization of small work groups and methods for establishing communication between these small groups and the entire conference body. Rehearsal for Leadership'' suggests how conference discussion leaders, recorders, observers, and resource persons may be trained. Job Sheets'' follow which may be duplicated and passed out to each person who is taking one of these roles. (YLB)

ED 216 226 CE 032 652

Getting and Keeping Members. Leadership Pamphlet Adult Education
Association of U.S.A., Washington, D.C.
Pub Date- 56
Note-52p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, *Adults, *Dropout Prevention, Dropouts, *Group Membership, Groups, Leaders, Leadership, *Leadership Training, *Recruitment

This pamphlet on getting and keeping members is the twelfth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help leaders of adult groups find and keep members. Eight articles and how-tos are included.

Why Do People Join?'' presents results of interviews with a psychologist and two sociologists regarding what people want from group affiliation. The two chapters on On Principle and Policy'' and The Membership Committee'' are intended to give guidance in organizing for membership growth. A variety of suggestions for involving people in an organization and keeping them involved are made in The Crucial Job of Recruiting,'' Keeping Your Members,'' and The Problem of Dropped Members.'' A Measure of Attendance'' takes a somewhat unconventional view that emphasizes quality rather than numbers. Who Belongs to What in a Big City'' highlights findings from a study of participation in Detroit organizations and offers some facts to challenge impressions about the role of organizations in the life of a metropolis. (YLB)

ED 216 227 CE 032 653

Effective Public Relations. Leadership Pamphlet Adult Education
Association of U.S.A., Washington, D.C.
Pub Date-57
Note-52p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Audiovisual Aids, Leaders, Leadership, *Leadership Training, Mass Media, *Organizational Communication, Photographs, Printing, Propaganda, *Publicity, Public Opinion, *Public Relations

This pamphlet on effective public relations (p.r.) is the thirteenth of 16 in a series to provide leaders in adult activities with sound introductory material to give pratical help in using a method of adult education or working in a particular area. Its objective is to help leaders achieve better relations with all their publics. Twelve articles and how-tos are included. The introduction illustrates what a p.r. program can accomplish. Your Public Image'' focuses on the publics from whom organizations get information on their images. Getting the support of everyone in the organization for the p.r. program is discussed in Public Relations at Home.'' Riding the Established Channels'' looks at selecting useful channels of communication. Choose Your P.R. Weapons'' describes advantages and disadvantages of different channels of communications, costs, and choosing p.r. help. Suggestions for getting audience attention in p.r. releases are presented in Twelve Ways to Waylay the Wary Reader.'' What's Your Type?'' gives hints on producing effective printed matter on a limited budget. Effective photographs are the topic of 6000 Vivid Words,'' while Slides Tell Our Story'' relates the story of producing a film slide show about a citizen organization. Public Relations or Propaganda'' and Counterattack'' discuss propaganda strategies and p.r. to counteract them. The final chapter is a Checklist for P.R. Planners.'' (YLB)

ED 216 228 CE 032 654

Better Boards and Committees. Leadership Pamphlet Adult Education
Association of U.S.A., Washington, D.C.
Pub Date-57
Note-53p.; For related documents see CE 032 641-656.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, *Committees, Democracy, Democratic Values, *Governing Boards, Leaders, Leadership, *Leadership Training, Organizations (Groups), *Participation

This pamphlet on boards and committees is the fourteenth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to give practical help to board members and executives on applying democratic principles in the operation of boards and committees. Six articles and how-tos are included. A Look at Human Organization'' places boards and committees in the context of human organization and brings findings of modern social science to bear on development of a better understanding of the human element in organizational life. Improving Organizational Leadership'' presents three case examples of attempts to improve leadership with special attention to the problem of spotting and developing new leadership. A theory article on Creative Board Leadership'' is followed by two practical presentations, Building Committees That Work'' and The Group at Work,'' which translate principles of democratic organization into step-by-step procedures for effective committee operation. Advice on Advisory Committees'' discusses their importance, uses and abuses, dangers, and suggestions for organizing and running them. (YLB)

ED 216 229 CE 032 655

Streamlining Parliamentary Procedure. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.

Pub Date-57

Note-53p.; For related documents see CE 032 641-656.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Group Behavior, Group Dynamics, Groups, Leaders, Leadership, *Leadership Training, *Meetings, *Parliamentary Procedures

This pamphlet on parliamentary procedure is the fifteenth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to help organizational leaders use parliamentary procedure to further the educative process and have better meetings. Seven articles and how-tos are included. Move Over, Mr. Robert'' challenges the formality inherent in Robert's Rule of Order'' in light of recent knowledge on group behavior. This article is followed by General Robert Replies.'' The Uses and Abuses of Parliamentary Procedure'' discusses the seven cardinal sins and the seven cardinal virtues of parliamentary procedure. The role and responsibility of the chairman are considered in the next two articles, The Chair Recognizes'' and The Role of the Chairman.'' Parliamentary law, its applications, and its basic principles are described in The Law and Parliamentary Procedure.'' The final article, Putting Parliamentary Procedure to Work,'' overviews parliamentary procedure in action. (YLB)

ED 216 230 CE 032 656

Training in Human Relations. Leadership Pamphlet Adult Education Association of U.S.A., Washington, D.C.
Pub Date-59
Note-53p.; For related documents see CE 032 641-655.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Case Studies, *Human Relations, *Institutes (Training Programs), Leaders, Leadership, *Leadership Qualities, *Leadership Training, Personnel Needs, Personnel Selection, Planning, Program Descriptions, *Program Development

This pamphlet on training in human relations is the sixteenth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to provide a case history of a human relations institute, outline the procedures for conducting such a course, and describe leadership qualities and how to develop them. Six articles and how-tos are included. An introduction discusses the benefits of a three-day human relations training institute and some feasible objectives for one. Human Relations Training Institute'' presents a case history of a human relations training institute held at Valley City. Meeting the Trainee's Needs'' focuses on developing an effective training program that changes to meet the needs of the trainee whose need for change changes as training progresses. The planning phase of the training institute is the subject of Planning and Staffing.'' Checkpoints for planning are discussed, and tasks of the sponsoring committee are set forth. Characteristics of the successful trainer are enumerated in Selecting and Training the Trainers.'' The final article, Leadership: The Art of Developing People,'' looks at how to apply human relations training to the everyday job. (YLB)

ED 216 231 CE 032 679

Czerlinsky, Thomas And Others

Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date- 82
Note-43p.; Appendix removed not intended for general distribution.
Available from-Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Career Choice, *Career Counseling, Career Guidance, Counseling Techniques, *Decision Making, Decision Making Skills, *Disabilities, Discriminant Analysis, High School Students, Individual Counseling, Interviews, *Measures (Individuals), Questioning Techniques, *Test Construction, *Vocational Rehabilitation
Identifiers-*Decision Making Interview

Research was conducted to develop and test a structured interview format questionnaire for assessing the vocational decision-making capacities and deficits of vocational rehabilitation clients. Eighty items were developed which tapped three broad domains of problem areas that clients may have in making vocational decisions problems of information, environmental problems, and problems in making actual decisions. These items were subjected to content validation procedures, using experts in the field. The resulting vocational Decision-Making Interview (DMI) was then field tested with vocationally undecided clients, vocationally decided clients, and a group of vocationally mixed high school students. Reliability studies showed the instrument to be adequate, while concurrent validity studies with the Career Maturity Inventory-Attitude Scale showed that only one subscale of the DMI failed to correlate significantly with the criterion. Further, data for discriminant validity showed that on DMI total score and two of the three subscales the instrument discriminated significantly between clients who are vocationally decided and vocationally undecided. The newly developed DMI appears to hold promise to the field of vocational rehabilitation as an instrument for determining the vocational decision making problems and deficits of vocational rehabilitation clients. (Author/KC)

ED 216 232 CE 032 691

Collier, Helen V. And Others

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.

Indiana Univ., Bloomington.; Women's Educational Equity Act Program (ED), Washington, D.C.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-164p.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 (manual only, $9.25; manual with filmstrip, $12.50).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Adults, Attitudes, Behavioral Objectives, Behavior Change, Career Choice, Career Development, Career Education, *Change, Change Strategies, Course Descriptions, Curriculum, *Females, Instructional Materials, Learning Activities, Self Concept, Self Esteem, Self Evaluation (Individuals), *Sex Fairness, *Sex Role, *Sex Stereotypes, Socialization, Teaching Methods, Units of Study, Womens Education, *Workshops

This manual is for a developmental workshop for 12-18 women that uses didactic and experiential techniques to train participants to make freer educational and career choices. It contains four parts. Part 1, for the workshop administrator, overviews the nature of the workshop and provides information necessary for publicizing, organizing, operating, and evaluating the workshop. A Schedule Checklist'' concludes the section. Part 2, for workshop leaders, summarizes the curriculum and suggests strategies appropriate to the subject matter and to different kinds of learners. It concludes with a resources section of demographic data, references cited, and suggested readings. Part 3, also for workshop leaders, consists of the curriculum, providing an hour-by-hour description of each of the workshop's six two-hour units. Unit titles are Woman and Sex-Role Stereotyping of Self, Devaluing Ourselves, Lowered Aspirations, Power: New Alternative Styles for Women, Building Support Systems and Networks, and Behavior Change and Implementation. Each unit contains an introduction, objectives, worksheets, unit activities, variations in response to unit, and further readings. Part 4 contains all workshop materials to be used or distributed, including suggested wallsheets and 22 worksheets to be duplicated and distributed to participants. An extensive bibliography and filmstrip script are provided. (YLB)

ED 216 233 CE 032 692

Branch, Audrey And Others

Learning from Experience. A Handbook for Adult Women Students.

La Guardia Community Coll., Long Island City, N.Y.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-50p.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($2.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Adults, Career Ladders, Career Planning, *Employed Women, *Experiential Learning, Females, *Job Placement, Job Search Methods, Orientation, Self Evaluation (Individuals), Student Educational Objectives, Work Attitudes, *Work Environment, *Work Experience Programs

This handbook is a guide to making the most of a work experience educational program for adult women. It is appropriate for independent study or use in a structured program. Part 1 on preparing oneself for a work experience educational program is designed to guide a woman in learning more about herself. Each of the seven sections contains some reading and exercises on these topics: becoming a student again, implications of decision to return to school, experiential learning, self-assessment, career planning, educational planning, and credit for prior learning. Part 2 makes suggestions for finding a job/developing one's own placement. Three sections focus on organizing a job search, employment market, and the hidden job market. Part 3 presents guidelines for taking full advantage of the work experience. Section 1, on preparing for learning on the job, is designed for completion before the job begins. Sections 2-10 contain exercises designed for use after starting work. Areas covered are determining work values, orientation to the workplace, role in the workflow, career ladders, psychology of the workplace, culture and sociology of the workplace, political dimensions of the workplace, economics, and reflections and conclusions. A brief annotated bibliography is appended. (YLB)

Cotera, Martha P., Comp. Cunningham, Nella, Ed.

Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-167p.
Available from-WEEA Publishing Center, Educational Development Center, 55 Chapel St., Newton, MA 02160 ($7.75).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Annotated Bibliographies, Arabs, Asian Americans, Bilingual Education, Blacks, Cubans, *Cultural Differences, Cultural Influences, *Cultural Pluralism, Curriculum Development, Elementary Secondary Education, *Ethnic Groups, *Females, Hispanic Americans, Instructional Materials, Jews, Mexican Americans, *Multicultural Education, North Americans, Puerto Ricans, Whites, Womens Education, *Womens Studies
Identifiers-Africans, Asians, Europeans, Iranians, *United States

This sourcebook for persons involved with bilingual education, multicultural education, and womens' studies programs contains over 2000 entries for materials on women of various cultures in the United States. Materials are organized as much as possible by specific racial or ethnic groups. The many publications that present information on more than one population group are included in the first major category, the section on Multicultural/Multiethnic Materials. Specific ethnic group categories are Asians and Asian Americans; Blacks (Afro-American and African); Hispanic Women General References; Hispanic Women Cuban; Hispanic Women Mexican-American; Hispanic Women Puerto Rican; Middle Eastern Women; Jewish Women; Native American Women; White Ethnic Women; and Specific European and European-Heritage Groups. Within each category materials may be organized into some or all of these types of materials: reference, background readings, curriculum development sources, student materials (elementary-junior high), and student materials (high school). Information provided for each entry may include author, title, place of publication and publisher, date of publication, number of pages, type of material, prices, and contents description with biographical comments and grade levels. A comprehensive listing is provided of sources used to compile the sourcebook, and a publishers' directory is appended. (YLB)

ED 216 235 CE 032 700

Winter, Gene Fadale, LaVerna
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 81
Note-63p.; For a related document see ED 198 867.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Demonstration Programs, Educational Cooperation, Educational Strategies, Information Dissemination, *Linking Agents, Postsecondary Education, *Program Development, *Program Effectiveness, State Programs, *Statewide Planning, *Two Year Colleges, *Vocational Education
Identifiers-*New York

A project entitled Showcase of Excellence in New York State Postsecondary Occupational Education involved the design and development of a statewide strategy to promote linkages among vocational programs at two-year colleges throughout the state. Included among the objectives of phase 2 of the project were the following: determination of the most effective technique of packaging, disseminating, and supporting replication of various project types selected as worthy for diffusion during phase 1 of the project; design and testing of a standardized project profile and a replication index to predict optimum linkage and support procedures; continued testing of the effectiveness of peer contact; continued development and revision of a turn-key system that supports local adaptation/adoption of selected outcomes; and support of the adopter/developer process in the role of participative linker. Feedback and data from a followup study indicate that all of the project objectives were achieved. Researchers found that personal knowledge by project adopters of the linking agent encouraged interest in linkage efforts and that projects were more apt to be adopted if they fit into an ongoing task or priority. (A report on phase 1 of the project is available separately see note.) (MN)

ED 216 236 CE 032 716

Gutterman, June K. Todd, Julie

Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.

Central Ohio Special Education Regional Resource Center, Columbus. Ohio Resource Center for Low Incidence and Severely Handicapped.
Spons Agency-Franklin County Board of Education, Columbus, Ohio.; Ohio State Dept. of Education, Columbus.; Ohio State Rehabilitation Services Commission, Columbus.
Pub Date-28 Sep 81
Note-13p.; For related documents see CE 032 717-719. Project INTERACT was funded from September 29, 1980 through September 28, 1981.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Cooperation, Coordination, *Education, Educational Cooperation, Education Work Relationship, Prevocational Education, Program Development, *Referral, School Districts, Secondary Education, *Severe Disabilities, Vocational Education, *Vocational Rehabilitation
Identifiers-*Linkage, Ohio (Franklin County), *Project Interact

Project INTERACT was designed to develop a local model linkage system, an interagency effort between the Ohio Rehabilitation Services Commission (RSC) and the Ohio Department of Education (ODE), Division of Special Education (DSE) to improve the joint delivery of services to severely handicapped students. It was also intended to design and/or modify student prevocational curricula/materials to prepare the severely handicapped to function in the adult world of work. Steps followed to design/implement the referral-based local level linkage system included establishing goal statement; identifying primary agencies and their mandate, purpose, and intent; identifying objectives; selecting committee participants; holding meetings; and followup. The model linkage committee addressed interagency communication, need to identify a continuum of services, and need for model referral procedures. The system was implemented in Franklin County, Ohio, by providing a specialized inservice for staff of involved agencies. To execute the programmatic linkage between education and rehabilitation, the project developed a functionally based educational level system that included a program development and evaluation process, functionally based educational level sequence, and documentation format. (YLB)

ED 216 237 CE 032 717

Gutterman, June K. And Others

Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.

Central Ohio Special Education Regional Resource Center, Columbus. Ohio Resource Center for Low Incidence and Severely Handicapped.

Spons Agency-Franklin County Board of Education, Columbus, Ohio.; Ohio State Dept. of Education, Columbus.; Ohio State Rehabilitation Services Commission, Columbus.

Pub Date-28 Sep 81

Note-62p.; For related documents see CE 032 716-719.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agency Cooperation, Coordination, Educational Cooperation, Prevocational Education, *Program Development, *Referral, School Districts, Secondary Education, *Severe Disabilities, Vocational Education, *Vocational Rehabilitation

Identifiers-*Linkage, Ohio (Franklin County), *Project Interact

This facilitator's guide is one of three documents recommended for use in the development of a local level linkage system for the referral of severely handicapped students from education to rehabilitation. Introductory materials include a discussion of right versus entitlement and overview of the facilitator's role. The first section provides a checklist of the facilitator's activities for developing a referral-based local level linkage system and a timeline of linkage development activities. The second section contains an example of the development process used in Project INTERACT's Model Linkage System for the Referral of Severely Handicapped Students from Education to Rehabilitation. A completed copy of the checklist (provided in the previous section) is given. Other contents include sample agency interview questions; charts depicting the primary interagency communication network; model linkage system flow charts reflecting the educational continuum existing in Franklin County, Ohio, and points of contact established to create a linkage system; and model procedures for the referral of severely handicapped students from education to rehabilitation. These procedures address eligibility criteria for student referral, considerations for referral, referral information packet, questions related to rehabilitation plan development, referral and consultation process, and referral timeline. (YLB)

ED 216 238 CE 032 718

Gutterman, June K. And Others

A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.

Central Ohio Special Education Regional Resource Center, Columbus. Ohio Resource Center for Low Incidence and Severely Handicapped.
Spons Agency-Franklin County Board of Education, Columbus, Ohio.; Ohio State Dept. of Education, Columbus.; Ohio State Rehabilitation Services Commission, Columbus.
Pub Date-28 Sep 81
Note-92p.; For related documents see CE 032 716-719.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agency Cooperation, Coordination, Educational Cooperation, Parents, Prevocational Education, *Program Development, *Referral, School Districts, School Personnel, Secondary Education, *Severe Disabilities, Special Education, Vocational Education, *Vocational Rehabilitation
Identifiers-*Linkage, Ohio (Franklin County), *Project Interact

This guide for parents and professionals is one of three documents recommended for use in the development of a local level linkage system for the referral of severely handicapped students from education to rehabilitation. An introductory section includes a discussion of right versus entitlement. The first section provides general information concerning the Ohio Department of Education. Topics covered include programs and services for handicapped children, educational program continuum, and confidentiality of school records. Terms related to special education on Ohio and educational terms used in diagnosis/evaluation are also defined. The second section provides general information concerning the Ohio Rehabilitation Services Commission. Discussion centers on the Commission's purpose and range of services, vocational rehabilitation process, status system, confidentiality, employment outcomes, and closure information. The final section presents a model for the referral of severely handicapped students. Project INTERACT's model linkage system is described. Other contents include charts depicting the primary interagency communication network; model linkage system flow charts reflecting the educational continuum existing in Columbus City Schools, adult vocational continuum existing in Franklin County, and points of contact established to create a linkage system; and model procedures for the referral of severely handicapped students from education to rehabilitation. (YLB)

ED 216 239 CE 032 719

Gutterman, June K. Todd, Julie

The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.

Central Ohio Special Education Regional Resource Center, Columbus. Ohio Resource Center for Low Incidence and Severely Handicapped.

Spons Agency-Franklin County Board of Education, Columbus, Ohio.; Ohio State Dept. of Education, Columbus.; Ohio State Rehabilitation Services Commission, Columbus.

Pub Date-28 Sep 81

Note-92p.; For related documents see CE 032 716-718.

Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Cooperation, Coordination, Educational Cooperation, *Needs Assessment, Prevocational Education, *Program Development, *Referral, School Districts, Secondary Education, *Severe Disabilities, Vocational Education, *Vocational Rehabilitation

Identifiers-*Linkage, Ohio (Franklin County), *Project Interact

Designed to assist administrators in identifying relevant issues, this report is one of three documents recommended for use in the development of a local level linkage system for the referral of severely handicapped students from education to rehabilitation. It presents materials from four regional meetings at which parents, administrators, supervisors, teachers, work-study coordinators, and counselors working with low incidence and severely handicapped students participated. (The needs assessment process at each meeting included identification of goal statement, identification of events necessary to achieve goal, conducting and analysis of likelihood and impact of each event, and development of activities.) Section 1 identifies the central issues related to linkage development: prevocational and vocational training; personnel preparation; interagency cooperation and coordination and impact on service delivery systems; and interagency cooperation and coordination and impact on direct service provision. Section 2 categorizes, according to one of the four central issues, the 41 events workshop participants identified as needing to occur to achieve the stated goal of easing transition of severely handicapped adolescents from education to rehabilitation. For each event statement are listed strategies, effects of achieving event, and consequences of not achieving event. Section 3 lists events generated by participants at each regional meeting, results of the likelihood-impact analysis, and participants. (YLB)

ED 216 240 CE 032 720

Handbook for Home Economics Cooperative Education Teacher-Coordinators.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Pub Date-81

Note-87p.; This is the sixth revision of the original edition, published August 1969.

Available from-Home Economics Instructional Materials Center, Box 4067, Texas Tech University, Lubbock, TX 79409.

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cooperative Education, Course Content, *Course Organization, Guidelines, Home Economics, *Instructor Coordinators, *Occupational Home Economics, *Program Implementation, Secondary Education, State Curriculum Guides, *Teacher Role, Units of Study

Identifiers-Texas

This handbook provides background information and practical suggestions for home economics cooperative education teacher-coordinators in Texas. It is intended for teacher-coordinators using the six courses of study in occupational home economics prepared by the same agency. Addressed to the teacher-coordinator in a narrative format, the handbook contains 23 chapters covering the following topics: vocational home economics occupational education; approved occupations home economics cooperative education; credits and prerequisites; teacher qualifications; the teacher-coordinator; determining the need for home economics cooperative education; operating funds; classroom facilities, equipment, and supplies; filing system; advisory council; student selection; training station; placement of students; reports; permanent record and follow-up report; training plans; class instruction; instructional materials; coordination activities; publicity; Future Homemakers of America/Home Economics Related Occupations; end-of-year activities; and check sheet for home economics cooperative education. Sample forms and blank forms for teacher-coordinator use are included in the handbook. (KC)

ED 216 241 CE 032 721

Guidebook for Home Economics Cooperative Education Occupational Areas.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date-81
Note-571p.; This is a revised edition of the document originally printed in 1975 and first revised in 1977.
Available from-Home Economics Instructional Materials Center, Box 4067, Texas Tech University, Lubbock, TX 79409.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooperative Education, Course Content, *Course Descriptions, Course Organization, Curriculum, Guidelines, Home Economics, Instructor Coordinators, *Job Analysis, *Occupational Home Economics, *Program Development, Secondary Education, State Curriculum Guides
Identifiers-Texas

This guidebook is designed to assist teacher-coordinators in promoting home economics cooperative education programs in the school and the community. It is intended to be a tool for teachers working with prospective employers of students, recruiting students for the program, and interpreting the program to parents, administrators, and others. Information in the guidebook is organized according to the following United States Office of Education Home Economics areas: care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; institutional and home management and supportive services; and other home economics-related areas. These areas are keyed to

Dictionary of Occupational Titles occupations approved for home economics cooperative education programs in Texas. The guidebook contains the following sections: (1) job analyses for the teacher to use when working with the employer to identify the tasks to be performed on the job by the student; (2) course unit outlines containing work experiences and study assignments related to each task in the job analyses; (3) a training plan which condenses the information from the work experiences and study assignments of the course unit outlines; and (4) an annotated list of required and supplementary references for each of the occupational areas, with order and price information. (KC)

ED 216 242 CE 032 722

Home Economics Careers in Apparel and Accessories.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Pub Date-Dec 81

Note-658p.

Available from-Home Economics Instructional Materials Center, Box 4067, Texas Tech University, Lubbock, TX 79409.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Careers, *Clothing, Clothing Design, Clothing Instruction, *Cooperative Education, Course Content, *Course Organization, *Fashion Industry, Home Economics, Instructor Coordinators, Learning Activities, *Occupational Home Economics, Secondary Education, Sewing Instruction, State Curriculum Guides, Textiles Instruction, Units of Study

Identifiers-Texas

This course of study on careers in apparel and accessories is one of a series on home economics careers designed to assist teacher-coordinators in Texas in promotion and/or teaching home economics cooperative education programs. The course of study consists of (1) an overview and job description, (2) a job analysis, (3) a course outline, (4) instructional materials for student use, (5) unit tests, and (6) a list of references required for use with the instructional materials. The instructional materials begin with the task to which each topic is related and a statement of behavioral objectives. For some topics, information sheets are provided, while for others, reading assignments and suggestions for group work follow the information sheet for each topic. (Answers to study questions, unit tests, and answer keys are included in the teacher's edition of the course of study but not in the separately bound student copy of instructional materials.) The 15 units of the course cover the following topics: apparel and accessories careers; apparel retailing; customer satisfaction; fabrics; design; fashion; coordination of apparel and accessories; wedding consulting; fitting procedures; coordination of patterns, fabrics, and notions; clothing construction techniques; fashion promotion; fashion display, fashion shows, and your future in apparel and accessories. (KC)

ED 216 243 CE 032 724

Child Development, Care, and Guidance.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Pub Date-Jun 81

Note-448p.

Available from-Home Economics Instructional Materials Center, Box 4067, Texas Tech University, Lubbock, TX 79409.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Child Development, *Child Rearing, Competence, *Competency Based Education, Course Content, Course Organization, *Home Economics, Learning Activities, Secondary Education, State Curriculum Guides, Units of Study

Identifiers-Texas

This teacher's guide on child development, care, and guidance is one of seven subject area guides developed for use in consumer and homemaking education in secondary schools in Texas. The guide is correlated with the ``Conceptual Framework for Consumer and Homemaking Education in Texas.'' Content is based on the competencies needed by homemakers in the area of child care, with terminal performance objectives identified for each competency. Content is developed through learning and evaluation experiences. The guide contains experiences for seventh and eighth grade homemaking; Homemaking I, II, III; and a semester course. Competencies and corresponding terminal performance objectives are listed at the beginning of each section. Concepts related to the competencies are outlined in the left columns of the guide, while learning and evaluation experiences to develop the competencies are listed in the right columns. Appendixes to the guide include transparency masters keyed to learning and evaluation experiences and a reference list of books and sources of teaching aids which will assist the teacher in developing a reference library. (KC)

ED 216 244 CE 032 725

Family Living and Parenthood.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Pub Date-Jun 81

Note-499p.

Available from-Home Economics Instructional Materials Center, Box 4067, Texas Tech University, Lubbock, TX 79409.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Objectives, Child Development, Competence, *Competency Based Education, Course Content, Course Organization, Family Life, *Family Life Education, *Home Economics, Learning Activities, Parent Child Relationship, *Parenthood Education, Secondary Education, State Curriculum Guides, Units of Study

Identifiers-Texas

This teacher's guide on family living and parenthood is one of seven subject area guides developed for use in consumer and homemaking education in secondary schools in Texas. The guide is correlated with the Conceptual Framework for Consumer and Homemaking Education in Texas.'' Content is based on the competencies needed by homemakers in the area of family living and parenthood, with terminal performance objectives identified for each competency. Content is developed through learning and evaluation experiences. The guide contains experiences for seventh and eighth grade homemaking; Homemaking I, II, III, and a semester course. Competencies and corresponding terminal performance objectives are listed at the beginning of each section. Concepts related to the competencies are outlined in the left columns of the guide, while learning and evaluation experiences to develop the competencies are listed in the right columns. Appendixes to the guide include transparency masters keyed to learning and evaluation experiences, and a reference list of books and sources of teaching aids which will assist the teacher in developing a reference library. (KC)

ED 216 245 CE 032 730

Jackson, Stanlie M., Ed.

Minority Women's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.

Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-81p.; For related documents see CE 032 731-732.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($4.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Assertiveness, Behavioral Objectives, *Career Development, Career Education, Civil Liberties, Definitions, *Females, Guidelines, Hygiene, *Individual Development, Instructional Materials, Leaders Guides, Lesson Plans, *Minority Groups, Networks, *Professional Development, Questionnaires, Self Evaluation (Individuals), Work Environment, *Workshops

Identifiers-Resumes

This facilitator's manual consists of guidelines and materials for use in conducting a workshop dealing with the professionl and personal development of minority women. Included in the first half of the manual are the following pieces of information pertaining to implementation of the workshop: background on the need for and development of the workshop, a workshop outline and time schedule, an explanation of the logistics of the workshop, a prelude to the workshop, lesson plans for its four sessions, and a suggested reading list. The second half of the manual consists of a participant's notebook that contains various forms and information, including a workshop outline; a pre-workshop questionnaire; an overview; an introductory exercise; a definition of minority women; materials for use in self-appraisal; lists of basic human rights with respect to work; unwritten rules in business; rules for dressing for success; information on assertiveness; networks; key laws and agencies; sample resumes; and a workshop evaluation form. (Related facilitator's manuals dealing with career planning and management basics for minority women are available separately see note.) (MN)

ED 216 246 CE 032 731

Jackson, Stanlie M., Ed.

Management Basics for Minority Women. Facilitator's Manual.

Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-91p.; For related documents see CE 032 730-732.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($5.50).

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Career Development, *Communication Skills, Decision Making, *Decision Making Skills, Definitions, *Females, Guidelines, Instructional Materials, *Interpersonal Competence, Leaders Guides, Learning Activities, Lesson Plans, *Management Development, *Minority Groups, Questionnaires, Skill Development, Work Environment, Workshops

This facilitator's manual consists of guidelines and materials for use in conducting a workshop dealing with three management basics for minority women communication, decision making, and interpersonal skills. Covered in the first half of the manual are the following aspects of implementing the workshop: background on the need for and development of the workshop, a workshop outline and time schedule, the logistics of the workshop, preparing for the workshop, lesson plans for its six sessions, a decision-making paradigm, and suggested readings. The second half of the manual consists of a participant's notebook that contains various forms, information sheets, and learning activities. Included among these are a workshop outline, a pre-workshop questionnaire, communication and decision-making activities, validation exercises, and a workshop evaluation form. (Related facilitator's manuals dealing with career planning and personal and professional development for minority women are available separately see note.) (MN)

ED 216 247 CE 032 732

Jackson, Stanlie M., Ed.

Career Planning for Minority Women. Facilitator's Manual.

Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-79p.; For related documents see CE 032 730-731.

Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($4.50).

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Career Development, Career Exploration, *Career Planning, *Decision Making, Definitions, *Females, Guidelines, Instructional Materials, *Job Search Methods, Leaders Guides, Learning Activities, Lesson Plans, *Minority Groups, Questionnaires, Self Evaluation (Individuals), Skill Development, Values, *Workshops

This facilitator's manual consists of guidelines and materials for use in conducting a workshop dealing with career planning for minority women. Covered in the first half of the manual are the following aspects of implementing the workshop: background on the need for and development of the workshop, a workshop outline and time schedule, the logistics of the workshop, lesson plans for its six sessions, and suggested readings. The second half of the manual consists of a participant's notebook that contains various forms, information sheets, and learning activities. Included among these are a workshop outline and overview; a pre-workshop questionnaire; definitions; information on career planning; a forced-choice value inventory; exercises on development plans, career investigation, and personal career planning; job finding hints;

information on organizational structure; and a workshop evaluation form. (Related facilitator's manuals dealing with management basics and personal and professional development for minority women are available separately see note.) (MN)

ED 216 248 CE 033 180

Vocational Education. Report by the Secretary of Education to the Congress, 1981.

Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date-82
Note-160p.; Appendixes will not reproduce well due to small, broken print.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Vocational Education, *Annual Reports, Disabilities, Disadvantaged, Economic Development, Educational Administration, *Educational Finance, *Enrollment, Enrollment Trends, Expenditures, Federal Aid, Females, National Defense, Needs, Postsecondary Education, Problems, Program Descriptions, Program Development, Program Improvement, *Relevance (Education), Secondary Education, State Aid, Status, Tables (Data), *Vocational Education
Identifiers-Defense Preparedness, Economic Revitalization, *Impact, *National Needs, Vocational Education Amendments 1976

This annual report provides an overview of the status of vocational education during school year 1980-81. It includes final data for school year 1979-80 obtained through the Vocational Education Data System (VEDS), the national vocational education reporting and accounting system. Part 1 of the report describes the status of vocational education during 1979-80 in terms of the requirements of the Vocational Education Amendments of 1976, namely appropriations, expenditures, students, vocational student organizations, teachers, facility and equipment, program improvement, state and local administration, occupational information, and compliance and quality reviews. Data are from the National Center for Education Statistics, United States Department of Education. Part 2 of the report focuses on vocational education's responsiveness to and impact on national needs for economic revitalization, defense preparedness, high technology, inner-city and rural initiatives, agriculture, domestic energy and mineral production, and entrepreneurship. Each national need is first discussed, and then vocational education's response, including programs, training, services, and (research) studies, is described. Appendixes, constituting about half of the document, include 17 tables regarding funding and 11 tables dealing with enrollment for 1979-80. (YLB)

ED 216 249 CG 015 863

Faherty, John K.

Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study.

Pub Date-81

Note-20p.

Pub Type- Reports - General (140) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Behavior Change, *Behavior Modification, Case Studies, *Change Strategies, *Conditioning, *Intervention, Models, Negative Reinforcement, Reinforcement, *Smoking

This paper presents a review of relevant literature on treatment approaches for the modification of smoking behavior, followed by an outline of an approach developed by the author to decrease his own rate of cigarette smoking. Studies are reviewed which have used various treatment methods: use of electric shock, satiation and/or use of cigarette smoke as an aversive technique, covert sensitization procedures, and other approaches which combined these techniques. The treatment approach described in the author's own case study is a multi-faceted, combined-technique approach to smoking reduction. An outline of this case study includes descriptions of the subject; treatment goal; intervention strategy; and recording procedure for baseline, intervention and follow-up data. Data from the self-monitoring, self-modification project are presented, along with a discussion of its effectiveness and the strengths and weaknesses inherent in the multi-faceted approach. (NRB)

ED 216 250 CG 015 864

Haussmann, Monika Johanna

Women's Roles and Vulnerability to Depression.

Pub Date-Mar 81
Note-33p.; Paper presented at the Annual Conference of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attribution Theory, *Depression (Psychology), Employed Women, *Employment Level, *Females, Feminism, Helplessness, *Marital Status, *Psychological Characteristics, Quality of Life, Role Perception, Sex Role, Social Influences, *Well Being

Research has confirmed the prevalence of depression in women, based on theoretical explanations that encompass genetic/endocrinological factors, the learned helplessness model, the cognitive model of depression, the effects of marital and occupational roles, and/or social discrimination. Women (N 215) completed a questionnaire which examined undesirable life events, occupational and marital roles, learned vulnerability variables of achieving style, dominance in relationship, mastery, attitudes toward feminism, and background variables. Results indicated that employment was not related to depression; among employed women, higher-level occupations were related to lower depression. Divorced or separated women were more depressed than married and never-married women. The occupational groups (professionals, clerical/sales workers, homemakers, semi- and unskilled workers) differed significantly on the suggested vulnerability variables. The best predictors variables for depression were attitudinal mastery, general life dissatisfaction, absence of a confiding relationship, global mastery, and reliant-relational achieving style. The findings suggest that occupational levels need to be differentiated when examining the relationship of women's employment and well-being. (Author/NRB)

ED 216 251 CG 015 865

Smith, David B. D.

Workload and Stress in the Older Employee.

Pub Date-Apr 81

Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development, Age Differences, *Aging (Individuals), *Employment Problems, *Job Development, Job Satisfaction, Middle Aged Adults, Older Adults, *Performance Factors, State of the Art Reviews, *Stress Variables

Identifiers-*Older Workers

Interest in occupational stress in older employees can be expected to increase in the future. Among the more widely documented sources of stress at work are those associated with demands of the job. Laboratory research in gerontology shows a disproportionate effect on older persons of increased work task demands. Naturalistic studies also suggest the unique susceptability of the older employee in perceptually demanding jobs, though the relevance of these naturalistic data to modern jobs needs confirmation. Job design may be an important supportive measure to reduce occupational stress with age. In this regard the micro-structure of the job is an important element in age-related difficulties in workload stress. Stimulus response compatibility, the presence of irrelevant information, the need to divide attention while performing a task, and the level of discretionary control of the task are all micro-structured aspects of the task that are likely to affect workload demands on the older employee. For these reasons, careful task design with training and overall systems design are appealing and humane answers to the problem of workload stress at older ages. (Author/NRB)

ED 216 252 CG 015 866

Horowitz, Amy

Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.

City Univ. of New York, N.Y. Hunter Coll.
Spons Agency-Health Care Financing Administration (DHEW), Washington, D.C.
Pub Date-Nov 81
Grant-HCFA-18-P-97541-02
Note-29p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). For related document, see CG 015 867.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Aging (Individuals), *Daughters, Family Relationship, *Helping Relationship, Individual Needs, Older Adults, *Parent Child Relationship, *Sex Differences, *Sons, Stress Variables
Identifiers-Adult Children, *Caregivers

Adult children are the primary family supports to the frail elderly, and daughters predominate as providers of direct services. The trend toward smaller families and the increased proportion of working women, however, may limit the availability of daughters. Adult children (N 131) identified as the primary caregiving relative to an older parent were interviewed to determine how sons, as compared to daughters, differentially performed and experienced the caregiving role. Results indicated that caregiving was primarily the role of daughters and daughters-in-law. Sons became primary caregivers when a daughter was not available. As caregivers, sons encountered the same situations as daughters in terms of their parent's needs. On gross indicators of involvement with parents (living arrangements, telephone calls, visiting), the patterns evidenced among sons were similar to those of daughters. Findings on specific caregiving activities indicated that, with the exception of health care, daughters were significantly more likely to help their parents with all hands-on'' services (transportation, housework, cooking, personal care). Sons tended to provide less extensive support to parents as compared to daughters and to have less stressful caregiving experiences. The findings imply that elderly parents who can only depend on sons are, to a certain extent, at a disadvantage. (NRB)

ED 216 253   CG 015 867

Horowitz, Amy Shindelman, Lois W.

Reciprocity and Affection: Past Influences on Current Caregiving.

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency-Health Care Financing Administration (DHEW), Washington, D.C.

Pub Date-Nov 81

Grant-HCFA-18-P-97541-02

Note-30p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). For related document, see CG 015 866.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Affection, *Aging (Individuals), Extended Family, *Family Relationship, *Helping Relationship, Individual Needs, *Motivation, Older Adults, Parent Child Relationship

Identifiers-*Caregivers, Family Responsibility, *Reciprocity

While there is no question that families respond to the needs of older relatives, there is wide variation in the behavior and experience of caregiving relatives. Two factors that may account for some of this variation are the bonds of affection and reciprocity, both of which have developed over the previous relationship between the older relative and the caregiver. In-depth interviews were conducted with 203 individuals identified as the primary caregiver to an older relative. Respondents reported relatively warm, affective feelings toward older relatives and saw the relative as a provider of assistance to them in the past. The dependency of the aged relative appeared to modify the nature of the affective relationship, bringing the dyad closer emotionally but making daily interaction less enjoyable for the caregiver. The most frequently mentioned motivation for caregiving was familial obligation, followed by affection and reciprocity. Examination of the influence of affection and reciprocity on the degree of caregiving involvement and consequences revealed a moderate, significant positive relationship between reciprocity and caregiving involvement. Affection had moderate significant relationships with both caregiving involvement and caregiving impact. The findings suggest that caregiving takes place within an historical context. (NRB)

ED 216 254 CG 015 868

Ross, Helgola G. Dalton, Mary Jo

Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.

Pub Date-Aug 81

Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adults, Age Differences, *Attitude Change, *Family Influence, *Family Relationship, Interaction, *Interpersonal Relationship, Memory, *Siblings, Social Influences

Identifiers-*Intimacy

Research on adult sibling relationships suggests a concern about the quality of these relationships. The meaning of closeness in sibling relationships across the adult life span, its perceived origins, maintenance, and dynamics, were investigated in a sample of 55 adults ranging in age from 25 to 93 years. Semi-structured interviews with the subjects in small groups elicited perceptions of closeness to siblings, feelings of rivalry, perceptions of critical incidents and their consequences, and changes of feelings and interactions over time. Analyses revealed that most subjects perceived themselves as always having been close to their siblings, some as having grown more or less close over time, and a few as never having been close. Most commonly, closeness was perceived as a childhood development. A variety of factors led interactively to the development of closeness, contributed to its maintenance, and to its transformation of meaning over time. The social factors included norms, values and religious preferences of the culture; familial factors included child-rearing practices and family traditions; structural factors included the number of children in the family, their sex, age spacing, and birth order; personal-interactive factors included sharing of physical space, values, experiences, critical incidents, and developmental tasks; and personal factors included personal characteristics and special interests. The results suggest that sibling closeness differs from intimacy and gains stability from existing within the context of internalized values for family unity and sibling solidarity. (Author/NRB)

ED 216 255 CG 015 869

Beschner, George M., Ed. And Others

Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
Report No.-DHHS-ADM-81-1177
Pub Date-81
Note-509p.; Pages 439-441 and 472 not filmed due to copyright laws.
Available from-Childcare services and parenting education are also discussed.
Pub Type- Collected Works - General (020) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Change Strategies, *Child Rearing, *Counseling Techniques, *Crisis Intervention, Day Care, *Delivery Systems, Drug Abuse, *Drug Rehabilitation, *Females, Individual Needs, Program Descriptions, Vocational Rehabilitation

This book is the first of two volumes designed to highlight and integrate current knowledge about drug dependent women, with a focus on needed services and appropriate delivery systems, as well as to provide useful information for counselors and treatment program developers. The special problems, needs, and characteristics of women drug abusers are discussed. Attention is given to the roles of age, cultural background, social class, drugs of choice, and differing lifestyles in terms of their effects on women's attitudes and behavior. The first of 11 chapters in this book provides an introduction to intervention strategies for drug dependent women. Chapter Two reviews literature, research data, and findings about women and drugs. Chapter Three outlines the components of a comprehensive intake and diagnostic process. Chapter Four describes the five roles of counselors who work with chemically dependent women. Chapter Five deals with referrals and developing community linkages. Chapters Six and Seven focus on health and medical issues. Vocational rehabilitation and employment development are described in Chapter Eight, and family therapy approaches are reviewed in Chapter Nine. The final two chapters deal with the chemically dependent woman and her children. Childcare services and parenting education are also discussed. (NRB)

ED 216 256 CG 015 870

Kingson, Eric R.

Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.

Spons Agency-University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.

Pub Date-9 Nov 81

Note-34p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

Pub Type- Information Analyses (070) - Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Economic Factors, Employed Women, *Employment Patterns, Gerontology, *Incentives, *Labor Legislation, Minority Groups, Models, *Motivation Techniques, *Older Adults, Public Policy, *Retirement Benefits, State of the Art Reviews

Identifiers-*Social Security

A model for examining the two basic approaches of encouraging later retirement is presented in which the coercive approach relies primarily on negative incentives such as benefit reductions, and the voluntary approach encourages continued employment through positive incentives and increased employment opportunities. The degree to which these approaches maximize four policy objectives is assessed in terms of: (1) providing work incentives for older workers; (2) offering adequate incomes; (3) maintaining equitable treatment; and (4) meeting financial commitments of the social security system. Costs and benefits of these approaches to healthy and unhealthy older workers, women, and minorities are identified. The paper concludes that, in the absence of improvements in employment opportunities for older workers, voluntary approaches provide the only equitable means of encouraging later retirement. (JAC)

ED 216 257 CG 015 871

Sheehy, Nancy Meiselman, Karin C.

Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.

Pub Date-Apr 81
Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, Background, Counseling Effectiveness, *Counselor Attitudes, *Counselor Client Relationship, *Emotional Disturbances, Expectation, Family Characteristics, *Family Problems, Participant Characteristics, Psychotherapy, *Therapists
Identifiers-*Incest

Incest is an issue that generates strong emotional reactions in psychotherapists as well as laypeople. Clinicians may not be immune to the tendancy to overreact by predicting poor outcomes for incest victims or by denying its importance altogether. To assess the effect of incest on the evaluations of female clients by therapists, 124 clinicians analyzed eight client histories. No significant differences occurred between the incest and no-incest conditions on ratings of the hypothetical clients' level of disturbance or prognosis. Both groups tended to be rated as somewhat disturbed with a fair prognosis. However, therapists were significantly less willing to work with an incest-history client. The results indicate that psychotherapists attribute great causal significance to incest in the etiology of psychological disturbance. (JAC)

ED 216 258 CG 015 872

Linder, Fredric

The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.

Pub Date-Mar 81

Note-15p.; Paper presented at the Annual Convention of the Eastern Educational Research Association (Philadelphia, PA, March 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS **Price - MF01/PC01 Plus Postage.**

Descriptors-*Art Activities, *Attitude Change, Attitude Measures, Evaluation Methods, Followup Studies, Outcomes of Education, Predictor Variables, *Program Effectiveness, Secondary Education, *Secondary School Students, *Self Esteem, Student Development, *Student Evaluation

Assessing the self-esteem of students may be one way to evaluate the effectiveness of educational programs. To study the impact of an art-based program, middle and high school students completed the Self Esteem Inventory as well as intelligence and achievement measures. Results showed that self-esteem mean scores (both pre and post) were well above 50% in all grades. The tenth grade students achieved the largest absolute increase in pre- versus post-esteem means. Students in all grades stayed the same or increased on post-esteem mean scores. No significant differences were found across grades or between sexes. The findings indicate that the major significant predictor variable was the pre-esteem score. (JAC)

ED 216 259 CG 015 873

Brabeck, Mary Margaret

The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.

Pub Date-Aug 81

Note-33p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Adolescents, *Age Differences, *Cognitive Style, Comparative Analysis, *Critical Thinking, Females, Higher Education, *Intellectual Development, *Logical Thinking, Secondary Education, Young Adults

Identifiers-*Reflective Thinking

Many educators believe that, regardless of innate abilities and acquired skills, students at different educational levels do not think in the same way. To account for these differences, 119 female students representing four educational levels (high school seniors to graduate students) completed the Watson-Glaser Critical Thinking Appraisal Form A and the Reflective Judgement Interview (RJI). The results supported previous reflective judgement studies in which RJI scores increased with educational level. This finding suggests that the development of reflective judgement is separate from and involves something other than the acquisition of thinking skills, although attainment of critical thinking skills is still necessary for the development of reflective judgement levels. (JAC)

ED 216 260 CG 015 874

Felleman, Elyse Schwartz And Others

Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 81
Grant-NSF-BNS-78-09108; NSF-BNS-79-21027
Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Affective Behavior, *Age Differences, Emotional Response, Ethnicity, Higher Education, *Identification, Influences, *Peer Evaluation, Preschool Education, *Recognition (Psychology), Social Cognition, *Spontaneous Behavior, Young Adults, Young Children

Although the recognition of the affective experiences of peers is an important prerequisite for social adaptation, children's ability to recognize peers' facial displays of emotion remains unexamined. To investigate the degree to which young children were able to enact expressions of emotion that were recognizable by peers and adults, and to examine the accuracy of recognition as a function of age, and expressions as posed or spontaneous, two samples (N 91 and N 60) of children, aged four and five, and two samples (N 71 and N 32) of adult university undergraduates rated slides of the facial expressions of eight young children for four affective states happiness, sadness, anger, and neutrality. Adults were more accurate than children in recognizing neutral states, less accurate for happiness and anger, and were not superior in recognizing sadness. The sex and ethnicity of the child appearing on the slides influenced only the adults' recognition of anger. The results indicate that both accuracy and inaccuracy in recognizing emotional expressions are influenced by processes other than recognition. (MCF)

ED 216 261 CG 015 875

Erez, Miriam Shaier-Barazani, Judith

Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.

Pub Date-Aug 81
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Androgyny, *Females, Foreign Countries, High Schools, *Nontraditional Occupations, *Occupational Aspiration, Self Concept, *Sex Role, *Sex Stereotypes, Vocational Education, Work Attitudes
Identifiers-*Israel

Women are significantly underrepresented in those occupations most highly valued in Western society. To investigate sex role stereotypes as the discriminant variable between female students in male programs and in traditionally female programs, female Israeli vocational high school students (N 1,138) completed the Bem Sex Role Inventory (BRSI), assessments of fear of success, attitudes toward women's roles, orientation toward work, and rated 30 occupations from Holland's six occupation fields. Analyses of results pointed to significant differences between the two groups. Female students in traditionally male programs, in contrast to females in traditional female programs, perceived more occupations as suitable for men and women, presented an androgynous self-concept, exhibited less fear of success and more liberal attitudes toward women's roles, and were more work-oriented. The findings support the hypothesis that sex role stereotypes are significantly related to women's choice of innovative versus traditional fields of study. (MCF)

ED 215 262 CG 015 876

Lonnborg, Barbara And Others

Youth Helping Youth: A Directed Group Experience for Abused Adolescents.

Boys Town Center for The Study of Youth Development, Neb.
Report No.-ISBN-0-938510-01-0
Pub Date-Oct 81
Note-60p.
Available from-Communications and Public Service, Boys Town Center, Boys Town, NE 68010 ($2.50).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, Child Abuse, Counseling Techniques, Family Relationship, *Group Counseling, Group Experience, *Interpersonal Competence, Peer Counseling, Program Descriptions, Secondary Education, *Self Esteem, Self Help Programs, *Skill Development, *Youth Problems

A program for conducting a series of adolescent group counseling sessions that focus on the problems and needs of abused adolescents is presented. The materials, which emphasize self-esteem and feelings and teach youths to think of themselves in positive ways, share their experiences with abuse, and discuss coping strategies, are intended to be used by youth care practitioners, professional trainees, volunteers, peer counselors, and individuals in self-help programs. This guide outlines a six-week program of group meetings in a Participant's Guide, contains instructions for the group facilitator in a Leader's Guide, and provides background material on adolescent abuse and the group counseling process. Suggestions are also given for organizing a group and identifying participants. The activities of each group session are outlined according to objectives, skills, opening discussion notes, and learning steps along with films, discussion questions about problem situations, and additional reading resources. The sessions focus on getting acquainted, learning personal/interpersonal skills, understanding feelings, improving self-esteem, avoiding conflict, and building a support network. In addition, sample outlines describing each activity are included and may be photocopied for distribution to group participants. (JAC)

ED 216 263 CG 015 877

Zellman, Gail L.

A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Office of Civil Rights (ED), Washington, DC.

Report No.-ISBN-0-8330-0323-2; RAND-R-2767-OCR

Pub Date-Apr 81

Contract-400-78-0064

Note-77p.

Available from-The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($5.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board of Education Policy, Dropout Prevention, Equal Protection, Nontraditional Education, Parenthood Education, *Pregnant Students, *Pupil Personnel Services, *School Responsibility, Secondary Education, *Student Rights, Student School Relationship

Identifiers-*Adolescent Parents, *Title IX Education Amendments 1972

Title IX mandates that pregnant students, regardless of marital status, have the same rights and responsibilities as other students. Because social pressures on pregnant and parenting students to leave school still exists, schools have been required to develop responses to their needs. To examine these responses and subsequent programs from the viewpoint of educators, community members, and parenting adolescents, field studies were conducted in 11 school districts around the country.

The programs were categorized into three types: (1) inclusive curriculum programs which offered general education and a range of special coursework and services; (2) supplementary curriculum programs that provide relevant coursework for credit in addition to regular classes; and (3) noncurricular programs which did not grant credit but did provide relevant instruction and other services. Site visits to two exemplary, noncurricular programs revealed that the presence of motivated individuals who took the initiative to establish programs for pregnant students was critical for program success. Overall, however, the findings indicate that the generally passive response of schools to student pregnancy and parenthood reflects the widespread view that responsibility lies with the students rather than the school. (JAC)

ED 216 264 CG 015 878

Petersen, Robert C.

Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.-DHHS-ADM-81-945

Pub Date-80

Note-56p.; For related documents, see ED 123 224, ED 120 624, and ED 138 553.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitude Measures, *Drug Abuse, *Drug Education, *Drug Therapy, *Marihuana, Physical Health, *Physiology, Psychopathology, *Public Health, State of the Art Reviews, Trend Analysis

This edition, the eighth in the series of annual reports, is a nontechnical summary of recent developments in marihuana research with a summary of research through the end of 1979 concerning possible health implications, which cannot be reported with great certainty because of the brief duration of the American marihuana experience. Areas of discussion include: (1) the possible effects on reproduction and pulmonary function; (2) the nature and extent of marihuana use and its chemistry; (3) acute effects on memory and intellectual tasks including driving; (4) long-term effects; (5) psychopathological effects; (6) therapeutic uses in treating cancer chemo-therapy patients; (7) the effects of marihuana in combination with alcohol and other drugs; and (8) the hazards of marihuana as a recreational drug. Future research directions and a references section are also included. (JAC)

Ekstrom, Ruth B.

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.

Educational Testing Service, Princeton, N.J.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-81
Note-264p.; For related documents, see CG 015 880-881.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Career Change, Employed Women, *Employment Qualifications, *Females, Homemakers, Job Applicants, *Job Search Methods, *Job Skills, *Reentry Workers, *Skill Development, Volunteers

This Women's Workbook is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. In addition to helping women who are entering paid work after spending time as homemakers or volunteers, this workbook and the accompanying counselor's and employer's guides, can be used to help working women use their unpaid work skills for job changes or advancements. The introductory chapter briefly explains Project HAVE Skills and lists the 10 steps to finding a job involved in the HAVE Skills approach. Chapter Two contains an overview and discussion of questions asked by women returning to the work force. The third chapter provides the user with strategies for reviewing personal experiences. The next three chapters focus on skill identification, match identified skills to work areas and to jobs, and discuss methods of job exploration. The final chapter helps the user to develop a job search plan. A list of references is followed by appendices containing other HAVE Skills supplemental materials. Sample worksheets are also provided throughout the workbook to help the user relate personal experiences and skills to the job search process. (NRB)

ED 216 266 CG 015 880

Ekstrom, Ruth B.

Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide.

Educational Testing Service, Princeton, N.J.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-[illegible]1

Note-131p.; For related documents, see CG 015 879-881.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Employed Women, Employers, *Employment Qualifications, *Experience, *Females, Homemakers, Job Applicants, *Job Skills, *Personnel Selection, *Reentry Workers, Skill Development, Volunteers

This employer's guide is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The main purpose of this guide is to help employers who are interested in hiring women returning to paid work after spending time as homemakers or volunteers. Materials in this guide and the accompanying counselor's guide and Women's Workbook can also be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter presents a rationale for recognizing homemaking and volunteer skills and discusses the identification and assessment of these skills. Chapter Two describes the development of the HAVE Skills Assessment Survey. Chapter Three explains the development and use of the HAVE Skills Chart which links occupational groups with 28 I Can'' lists or competency statements for skills used by homemakers and volunteers. Chapter Four discusses the development of screening instruments using the I Can'' lists. The final chapter focuses on the issue of job credit for volunteer work experience. The HAVE Skills Survey and I Can'' lists are included in the appendices. (NRB)

ED 216 267 CG 015 881

Ekstrom, Ruth B.

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.

Educational Testing Service, Princeton, N.J.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-81

Note-262p.; For related documents, see CG 015 879-880.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Counseling, Counselors, Employed Women, *Employment Qualifications, *Females, Homemakers, Job Applicants, *Job Search Methods, *Reentry Workers, *Skill Development, Volunteers

This counselor's guide is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The main purpose of this is to help counselors work with women who are entering paid work after spending time as homemakers or volunteers. Materials in this guide, the accompanying Women's Workbook, and the employer's guide can also be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter discusses the rationale for recognizing homemaking and volunteer skills and explains the design of the model HAVE Skills program. The remainder of the guide is divided into 12 sections; each section outlines a HAVE Skills Counseling Program session. The sessions concentrate on identifying skills, reviewing experiences, matching skills to occupations, identifying job values and needs, exploring occupations, writing resumes, searching for jobs, and conducting a final wrap-up and evaluation. The appendices contain participant worksheets that are also found in the Women's Workbook along with other supplemental materials. A selected bibliography of career counseling materials for use with adult women is also included. (NRB)

ED 216 268 CG 015 882

Boschen, Kathryn A.

Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled.

Pub Date-81

Note-59p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Accountability, *Employment Potential, *Evaluation Criteria, Foreign Countries, Individual Development, Literature Reviews, *Measurement Techniques, Mental Health, *Physical Disabilities, *Program Effectiveness, Quality of Life, *Rehabilitation Programs

Identifiers-*Canada

A literature review is presented of client outcome measures in rehabilitation programs for the physically disabled in Canada and the United States. Following an introduction to the changing need for program evaluations and accountability, articles dealing with the traditional outcome measurement system are reviewed that deal with the traditional criterion used to measure program success, i.e., whether clients can obtain gainful employment following participation in a rehabilitation program. The need for new evaluation measurement systems, brought about by changes in the goals and philosophies of rehabilitation, is addressed in a review of new outcome measures that encompass a broad spectrum of issues, including physical functioning, independent living, recreation and leisure, emotional stability, psychosocial development, educational advancement, and vocational potential. Numerous examples of recently developed rehabilitation measurement systems and evaluation research projects are also provided along with comments and critiques of the more promising developments. (Author/NRB)

Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators.

New York State Education Dept., Albany. Bureau of School Health Education and Services.
Report No.-NYSED-81-7778
Pub Date-81
Note-18p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Guides, Elementary Secondary Education, Evaluation Methods, *Family Life Education, *Health Education, *Planning, *Program Development, *Program Implementation, School Districts, *Sex Education, Sexuality

This document describes a process through which Family Life/Human Sexuality (FL/HS) Education can be included in a comprehensive health education program for K-12 students. This guide is designed to assist local school districts in the development of a program to address family life and human sexuality through a series of program planning activities that address the specific needs of the school district, its students, and parents. The materials, developed by the Adolescent Pregnancy Pilot Project (APPP) conducted by the New York State Education Department from January 1979 until June 1981, examine those methods which worked and those which did not work in the APPP school districts. A discussion of administrative participation is followed by a description of a step-by-step developmental approach to planning, developing, and implementing a FL/HS Education program. A section on program evaluations considers the use of process, impact, and outcome evaluations. Support services are discussed and state education department, field, and other resources available to local school districts are also listed. (Author/NRB)

ED 216 270 CG 015 884

McKinney, W. Lynn Brittingham, Barbara E.

Human Services: The Challenge of the Introductory Course.

Pub Date-Oct 81
Note-15p.; Paper presented at the Annual Meeting of Human Services: Directions and Challenges for the 1980's (Chicago, IL, October 1-3, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, *College Instruction, Course Descriptions, Higher Education, *Human Services, Instructional Design, *Instructional Improvement, *Introductory Courses, Student Needs, Teacher Effectiveness, Teaching Experience, *Teaching Methods, *Textbook Evaluation

This document focuses on the difficulties associated with offering college students an introductory course in human services. The need for an introductory course to provide a survey of the field, to offer students a chance for self-exploration, and to lay the groundwork for career choice and an understanding of the vast array of human services is reviewed along with the challenges facing the instructor of such a course. Ten challenges which are especially important in the beginning courses are enumerated and discussed in detail. The textbook review section outlines a content review of five recent texts designed for introductory human services courses. The experiences of instructors from the field are described and several suggestions are offered for professional organizations to help instructors meet the challenges of the introductory course. (Author/NRB)

Bray, Robert M. And Others

Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort.

Research Triangle Inst., Durham, N.C. Center for the Study of Social Behavior.

Spons Agency-Department of Justice, Washington, D.C. National Inst. of Justice.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.-RTI-1500-04-04F

Pub Date-Aug 81

Contract-NIDA-271-77-1205; NIDA-271-79-3611

Note-157p.

Pub Type- Reports - General (140) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adults, Alcoholism, Crime, Depression (Psychology), *Drug Rehabilitation, *Drug Use, *Employment, *Life Style, Participant Satisfaction, *Program Effectiveness, Psychological Patterns, Research Methodology

Identifiers-*Client Behavior, *Client Characteristics

This report presents initial results of the first phase of the Treatment Outcome Prospective Study (TOPS) a longitudinal investigation of the natural history of persons identified as eligible for treatment at selected federally-funded drug treatment programs in 1979-1981. The materials describe the characteristics, behavior, and intreatment outcomes of 3,389 treatment clients in 27 drug treatment programs in 6 cities in 1979. The analyses contain a basic description of the clients' characteristics and behaviors in the year prior to treatment and during their first year in treatment. A literature review, the research methodology, and several chapters reporting basic descriptive results on demographic and lifestyle variables are presented in terms of: (1) alcohol and drug use patterns, associated problems, and treatment; (2) mental health and treatment patterns; (3) illegal activity and criminal justice involvement; and (4) employment- and income-related activities. Data on treatment program services and client satisfaction with the services are highlighted along with the effects up to 12 months after treatment on the selected outcome measures of alcohol use, drug use, depression, illegal activity, and employment. The report concludes with a brief summary of major findings and suggestions of tentative implications. (Author/NRB)

Ralston, Penny A.
Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study.
Spons Agency-Iowa State Univ. Research Foundation, Inc., Ames.
Pub Date-Nov 81
Note-7p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, *Community Centers, Community Programs, Comparative Analysis, Family Relationship, Friendship, Interpersonal Relationship, Minority Groups, *Older Adults, *Participant Characteristics, *Participation, Program Attitudes, *Program Effectiveness

While utilization of senior centers has increased for the older population as a whole, participation rates have been low among the poor and minority elderly. The impact of the neighborhood senior center (NSC) on the black elderly was investigated in terms of disengagement potential, acceptability to others, commitment to become involved in senior centers, perception of senior centers, contact with family, and contact with friends. Three groups of black elderly were interviewed: attenders of a NSC (N 46), non-attenders in the same community (N 33), and non-attenders in a comparable community without a NSC (N 27). The results showed that: (1) the attenders and non-attenders in the community with an NSC were significantly more aware of activities and services in senior centers; (2) the attenders of the NSC were more committed to become involved in senior center programs; and (3) the non-attenders in the community without the NSC had significantly more contact with family and friends. There were no significant differences among the three groups for disengagement potential and acceptability to others. The findings suggest that the NSC appears to have some impact on black elderly community members. (Author/NRB)

ED 216 273 CG 015 887

Haggstrom, Gus W. And Others

Teenage Parents: Their Ambitions and Attainments.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No.-ISBN-0-8330-0331-3; RAND-R-2771-NICHD
Pub Date-Jul 81
Contract-NICHD-N01-HD-72819
Note-248p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($10.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Persistence, Adolescent Development, *Adolescents, *Attitudes, Career Development, *Family Influence, *Family Planning, Homemakers, *Marriage, Postsecondary Education, *Young Adults
Identifiers-*Adolescent Parents

This report, which presents the results of a study of the effect on young people's lives by early family formation and especially entry into parenthood, is based on the National Longitudinal Study of the High School Class of 1972, a large national survey that has tracked over 22,000 young people who are now in their mid-twenties. Following a discussion of methodology and data, the report examines the effects of early family formation on postsecondary education, career development, women's orientation toward homemaking, dependency on parents and society, economic characteristics, fertility, and attitudes. By distinguishing between early parenthood and early marriage without children, this report reveals that many of the effects that might be attributed to early parenthood also show up as effects among the nonparents who married at approximately the same time. Although the materials stress that the data apply to parenthood in the later rather than early, teens, the report challenges the notion that early parenthood, by itself, has a destructive impact on the ambitions and attainments of teenagers, and concludes that teenage parenthood should be regarded as only one aspect of a broader process of early family formation. The six appendices provide definitions of variables, a model for estimating effects, background factors, regression index and sex role attitude measures as well as a bibliography. (NRB)

ED 216 274 CG 015 888

Baker, Bruce L.

Problems of Intervention in Families with Deviant Children.

Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Abuse, *Developmental Disabilities, *Family Problems, *Intervention, Learning Problems, *Mental Retardation, One Parent Family, *Parent Participation, Problem Children, Program Descriptions, Skill Development, Socioeconomic Status, Training Methods

This paper addresses the problems of intervention in families with retarded or abused children, focusing on educational interventions aimed at increasing parenting skills. Clinical activities and research findings of the Project for Developmental Disabilities at UCLA are cited to illustrate several problems and to suggest potential solutions. A discussion of problems resulting from the family intervention perspective itself is followed by an explanation of problems associated with the reality of mental retardation, such as the child's slow learning and behavior problems. Three stages of outcome used to evaluate program success (parent participation, proficiency, and practice) are detailed along with problems that may arise during these stages. Problems often experienced by low socioeconomic level families are explained and modifications of training techniques are suggested to reduce these problems. Three types of families whose relationship problems often interfere with training are reviewed, including the single parent family, the distressed marriage, and the insular family. Possible solutions to problems presented by these families and alternative training approaches are also suggested. (NRB)

ED 216 275 CG 015 889

Hofer, Andrew

The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging.

Spons Agency-Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-Nov 80

Note-14p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, *Aging (Individuals), Comparative Analysis, *Family Relationship, *Family Role, *Helping Relationship, Individual Needs, Older Adults, Program Descriptions, Program Evaluation, Service Workers, Sociocultural Patterns, Trend Analysis

Identifiers-*Caregivers

This paper presents a comparative analysis of eight research projects funded by the Administration on Aging during the 1970s which focused on the family as caregivers and support systems for elderly relatives. A brief description is provided for each project analyzed in this report as well as highlights of major findings, including that the family remains the primary provider of support to the elderly members in time of illness, emergency, or crisis and the primary caregiver for emotional, psychological, and other dependency needs. Documentation of the extent and scope of care is provided and cultural, racial, and ethnic factors which help to shape the family role are discussed. Results are presented which dispel several myths about the demise of the family support system and which suggest a close connection between conjugal families, made viable by mutuality of relationships and reciprocity. Findings from two studies are presented that explore the types of assistance families prefer to enable them to provide better care for their elderly. Implications for policymakers and service providers are also discussed. (NRB)

ED 216 276 CG 015 890

Vinick, Barbara H.

Three Years after Bereavement: Lifestyles of Elderly Men.

Pub Date-Nov 81
Note-15p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Attitudes, *Behavior Patterns, Dating (Social), Helping Relationship, *Life Style, Loneliness, *Males, Marriage, Physical Health, *Residential Patterns, *Widowed

Little empirically-based research has been conducted on the effects of widowhood on males. The lifestyles of 26 elderly men widowed in 1978 were examined, with special emphasis on their living arrangements, heterosexual relationships, and attitudes toward remarriage. In-depth interviews conducted after the men had been widowed an average of two years and nine months revealed that most had stable lifestyles. Over half of the respondents lived alone; most of the others lived with relatives and also had some type of health problem. Most respondents had health problems; only three did not have a chronic illness. Over half expressed feelings of loneliness; health appeared to be the most important factor related to loneliness. Few complained about housework or cooking chores, although over half had help in one or both of these areas. Only nine widowers had dated since widowhood and most reported negative or ambivalent attitudes about remarriage. Age was the most prevalent reason given for reluctance to remarry. The findings suggest that more empirical information is needed to develop effective interventions to aid males coping with the effects of widowhood. (NRB)

ED 216 277 CG 015 891

Cicirelli, Victor G.

Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model.

Spons Agency-NRTA-AARP Andrus Foundation, Washington, D.C.
Pub Date-12 Nov 81
Note-31p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Affective Behavior, *Attachment Behavior, Attribution Theory, Conflict, Dependents, *Family Relationship, *Helping Relationship, Influences, *Older Adults, *Parent Child Relationship, *Predictor Variables

Since adult children are both an essential and a limited support system for elderly parents, it is important to understand the factors which elicit and sustain their helping behavior. A causal path model based on the attachment and equity theories was constructed in which adult children's feelings of attachment to their parents lead to their attachment and helping behaviors. The model was tested with data from interviews with 148 adult children who had living elderly mothers. The eight variables considered in the model and measured in the sample included: (1) feelings of attachment; (2) attachment behaviors; (3) filial obligation; (4) interpersonal conflict; (5) mother's dependency; (6) negative feelings; (7) present helping behaviors; and (8) future help. Results indicated that present helping behaviors, attachment behaviors, and feelings of attachment had the strongest influence on commitment to provide future help. Filial obligation had an indirect influence mediated by attachment behaviors. The results suggest that appeals to a sense of obligation in a direct attempt to stimulate adult children to help elderly parents may not be fruitful. (Author/NRB)

ED 216 278 CG 015 892

Alexander, Robert C. Sabol, Edward J.

Human Services Practicum Program.

State Univ. of New York, Utica. Coll. of Technology.
Pub Date-Feb 81
Note-17p.; Best copy available.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Course Descriptions, Educational
Policy, Evaluation Methods, Field Experience Programs, Higher

Education, *Human Services, Instruction, *Practicums, *Practicum Supervision, *Student Educational Objectives, *Student Placement, Supervisory Methods

This paper presents a university practicum program in human services and outlines the human services field instruction policies for course instructors. An orientation to the Human Services Practicum is followed by a discussion of the student field placement process. A set of educational objectives is listed to provide the practicum student with guidelines for developing more concrete behavioral objectives appropriate for each field site. Evaluation methods and grading policies are presented and time requirements for practicum credit are explained on both a concurrent and a block basis. Agency and field supervisor responsibilities are enumerated and discussed. The appendix contains a letter concerning a provision for tuition waiver certificates, a course syllabus for the Human Services Practicum, and a practicum application form. (NRB)

ED 216 279 CG 015 893

Gray, Denis

Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-11 Nov 81

Grant-AoA-90-AT-2020/01

Note-13p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competence, *Employment Opportunities, *Job Applicants, Job Satisfaction, *Job Search Methods, *Middle Aged Adults, Motivation, *Older Adults, Participant Satisfaction, *Program Effectiveness, Self Help Programs, Skill Development

Identifiers-*Job Club

Because older job seekers have been shown to exhibit less job search motivation and competence than other groups, a job club program based on learning and self help principles was developed to empower the older job seeker. Of persons (N 48) who requested assistance from a local area agency on aging, half entered the job club program and half were referred to an older worker specialist at a state employment service, i.e., the control group. Several measures were constructed to assess job club effectiveness in terms of the job club's helpfulness to clients and the client's psychological reactions to the program. Subjects were assessed prior to treatment and again at four, eight, and 12 weeks after treatment. Results revealed that for the older worker, the job club was very effective; at the 12-week follow-up, 74% of job club subjects were employed compared to 22% of the control subjects. Although the job club did not produce higher quality placements, it was significantly superior to the control condition on the income variable, and trends in job satisfaction favored the job club. The data suggest that job club subjects succeed because they increase job search knowledge and report increased helping networks. (NRB)

ED 216 280 CG 015 894

Bell, David C. Bell, Linda G.

Patterns of Verbal Communication in Strong Families.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Aug 81
Grant-NIMH-R01-MH-29944
Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - General (140) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Child Abuse, Child Development, Communication (Thought Transfer), Comparative Analysis, Family Environment, *Family Relationship, *Family Structure, *Females, *Individual Development, Interaction, Models, Program Evaluation
Identifiers-*Anorexia Nervosa, *Individuation

This paper describes an ongoing project on the nature and effects of family structure and family interaction. The research presented involves the study of normal families, emphasizing the effects of system-level variables on the development of children within the family. A theoretical model is provided which focuses on the individuation process, i.e., the development of the individual within the family setting, and the way in which comfort with difference, accuracy of interpersonal perception, mutual validation and active discussion of opinions among family members contribute to and are affected by the personal development and functioning of individual family members. These system-level variables are examined as they are revealed in patterns of conversational interaction. Data collection from families with normal adolescent daughters, families of daughters with anorexia nervosa, and families with a history of child abuse is described and the development of a coding scheme to facilitate the microanalysis of the process of interaction is discussed. Analyses of differences among identifiable subsamples of the normal population are reported, as are comparisons involving the anorexic group and a subsample of the abuse group. The ability of the model to distinguish between strong and weak families within a normal population, as well as between normal and clinical populations, is also examined. (Author/NRB)

ED 216 281 CG 015 895

Press, Allan N. And Others

Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly.

Pub Date-Nov 81
Note-27p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, Behavioral Science Research, *Chronological Age, Comparative Analysis, *Evaluation Criteria, *Expectation, Higher Education, *Negative Attitudes, Rating Scales, *Stereotypes

Recent research has argued that negative stereotypes of older people are most likely to be found when age is a salient dimension for the judgements being made, e.g., when subjects' judgements of the elderly involve a comparison with younger people. When judgements of the elderly are made without an external reference group, such negative stereotypes are no longer found. Undergraduates (N 107) were presented with a set of 32 pictures, each of which had associated with it a positive or negative behavior. Subjects viewed equal numbers of older and younger male target people; the behaviors associated with each group (half positive and half negative) were equivalent. Results revealed that subjects rated the younger target people more favorably than the older group. A year later, subjects (N 74) drawn from the same subject pool saw 32 younger or older people exclusively; age was not a salient dimension. Subjects' ratings showed the opposite pattern from that found when age was a salient dimension. The results provide strong support for previous research findings. (Author/NRB)

ED 216 282 CG 015 896

Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Report No.-OE-810113.01/01-T
Pub Date-81
Note-14p.
Available from-National Public Radio, 2025 M Street, N.W., DC 20036 ($2.00).
Pub Type- Creative Works (030) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making, Educational Radio, Employed Women, *Employment Patterns, *Family Life, Flexible Working Hours, *Futures (of Society), *Nontraditional Occupations, Opinions, *Part Time Employment, Programing (Broadcast), Psychology, *Social Change, Sociology

In this transcript from a National Public Radio Options in Education'' broadcast, Uri Bronfenbrenner, professor of psychology and family sociology at Cornell University, discusses his three Preposterous Propositions'' for strengthening American family structure and society. Each of Bronfenbrenner's propositions is presented and explained, including that: (1) all American workers cut down their work to three-quarters time and spend more time at home; (2) increase the number of women occupying positions of decision making power in society; and (3) the first two propositions, with all their implications, will happen now. Reactions of workers to Bronfenbrenner's propositions are given and the propositions are discussed by Bronfenbrenner and the cohosts of the radio program. (NRB)

Bonyun, Rosemary
Survey of Drug Use in an Ottawa Board High School, January, 1981.
Ottawa Board of Education (Ontario). Research Centre.
Report No.-OBE-RR-81-11
Pub Date-May 81
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Adolescents, Alcoholic Beverages, *Drug Use, Extracurricular Activities, Foreign Countries, High Schools, *High School Students, *Illegal Drug Use, Marihuana, *Student Attitudes, Student Characteristics, *Youth Problems
Identifiers-*Canada

In an Ottawa high school, a committee of staff and student representatives explored drug use in the school. A questionnaire was developed to assess student perception of academic performance and extracurricular involvement; students' frequency of drug use during the previous two months for nine categories of drugs; time and place of use and source of drugs; and student opinions of the degree of harmfulness of various drugs and their reasons for using drugs. Questionnaires were completed by 1230 high school students during the 1980-81 school year. Results revealed that alcohol was the most frequently used substance, followed by marijuana, LSD, and cocaine. Use of angel dust, heroin, and solvents was rarely reported. Use of alcohol, marijuana, and LSD increased sharply between grades 9 and 11 but little after that. Friends or relatives were reported to be the most frequent source of drugs, while nearly half of the users had obtained drugs from a dealer at least some of the time. Students rated alcohol and marijuana at least harmful; cigarettes, drugs from a drugstore, cocaine, solvents, LSD, heroin, and angel dust were ranked in a more'' to most'' harmful order. Sex differences in drug use were not statistically significant. Comparisons with earlier studies suggest that high school students in 1970, 1977, and 1981 are in general agreement about the harmfulness of certain drugs. (NRB)

ED 216 284 CG 015 898

Arnold, Bill R.

Screening, Retaining and Counseling Human Service Students.

Pub Date-Oct 81
Note-13p.; Paper presented at the Annual Meeting of Human Services: Directions and Challenges for the 1980's (Chicago, IL, October 1-3, 1981).
Pub Type- Guides - Non-Classroom (055) - Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, *Admission Criteria, *College Students, Counseling Services, Higher Education, *Human Services, Identification, Models, Placement, Professional Development, *School Holding Power, *Screening Tests, Student Attrition, Student Development, Student Evaluation

This paper addresses the problems involved in the screening and retention of students in human service education. A review of the goals of these screening and retention processes is presented along with the identification and exploration of internal and external program variables affecting them. The open admissions policy of many institutions which may confound the screening process is discussed and informal processes which can effectively retain students with potential and discourage students with unlikely potential are presented. Admission requirements to the Pan American University Human Service Program are enumerated and the methods used to evaluate student progress toward specific course objectives in academic and professional-social areas are discussed along with the policies regarding student dismissal. This paper concludes that, by emphasizing the retention process, a more positive approach to facilitating academic and professional student growth will occur and most graduates will become effective human service helpers and managers. (Author/NRB)

ED 216 285 CG 015 899

Oehmen, Stephen J.

Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.

Pub Date-Sep 81

Note-96p.; Ed.D. Dissertation, Memphis State University.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *Behavior Modification, Change Strategies, Counseling Techniques, Problem Children, *Program Effectiveness, Secondary Education, *Secondary School Students, Student Behavior, *Student Evaluation, *Student Teacher Relationship, Teacher Response

Several studies have indicated that children frequently and actively attempt to manipulate adult behavior. Yet children have not been routinely used as behavioral change agents in the classroom. To study the extent to which teachers' evaluations of students' behavior and academic progress could be changed, 67 male high school students participated in a behavior modification training program. All of the students were identified as having behavior or learning problems prior to the training. A post-test evaluation after the 12 sessions showed that students trained in the use of behavior management techniques positively influenced teachers' academic and behavioral assessments of students. The findings suggest that training students in behavior modification techniques represents a viable means by which students can take an active role in determining the quality of their classroom experiences. (Author/JAC)

ED 216 286 CG 015 900

Coleman, Lerita M. Antonucci, Toni C.

The Impact of Work on Women at Midlife.

Pub Date-Aug 81
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, Comparative Analysis, Coping, *Employed Women, *Employment Experience, *Females, *Homemakers, Middle Aged Adults, *Midlife Transitions, Physical Health, Self Actualization, Self Esteem, *Well Being

Occupational status is a key component of identity and self-worth for men. But little research has been done on the influence of working status on women, particularly during life cycle transitions or periods of crisis. To examine the impact of employment status on the self-esteem, psychological well-being and physical health of women at mid-life, 206 employed women and 183 homemakers were compared on a number of scales of well-being. Results indicated that working women at mid-life had higher self-esteem and less psychological anxiety than homemakers. Working women also reported better physical health. The findings suggest that work may be a stabilizing force for women during critical transitions throughout the life cycle. (Author/JAC)

ED 216 287 CG 015 901

Warner, Jack L. And Others

Alternative Methods for Collecting Data on Mental Health Treatment Outcome.

Pub Date-Aug 81

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Counseling Effectiveness, *Evaluation Methods, *Followup Studies, *Mental Health Programs, Participant Satisfaction, Patients, *Program Effectiveness, *Questioning Techniques, Research Methodology

Identifiers-*Mail Surveys, *Telephone Surveys

An obvious source of information for assessing mental health program effectiveness comes from clients who have received the services and, indeed, much effort has been devoted to developing data collection instruments which are administered to clients upon completion of treatment. To assess the advantages and disadvantages of three treatment follow-up methods, i.e., face-to-face interviews, telephone interviews, and mailed questionnaires, 1100 clients were randomly assigned to one of the 3 follow-up methods, and were scheduled to be contacted approximately 180 days after intake using a well-documented treatment outcome measure. Response rates for the telephone interview and mailed questionnaire were approximately one-half as high as the face-to-face interview; yet for each method very few client background variables were related to whether or not clients responded. The mailed questionnaire was least affected by socially desirable responses and also cost less to administer than either of the interview methods. Given the pressure human service agencies are under to perform follow-up evaluations, the promising results found for the relatively inexpensive mailed questionnaire suggest a need for further research on the external validity of these findings. (Author/JAC)

ED 216 288 CG 015 902

LaGana, Christine M. And Others

Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report.

Pub Date-Apr 81
Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981). Best copy available. Appendices are of marginal legibility.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Modification, Coping, *Deinstitutionalization (of Disabled), Homemaking Skills, *Institutionalized Persons, Mental Health, Program Descriptions, *Program Effectiveness, Program Evaluation, *Self Care Skills, *Skill Development, Training Methods, Transitional Programs

This report focuses on the development of a behavior modification program to help institutionalized patients prepare for situations they may encounter after discharge from the hospital. The rationale for this program is explained in terms of the severe differences that exist between life in a mental institution and community life. A daily program that teaches skills such as anger management, relaxation techniques, use of community facilities, personal care, and homemaking skills are described along with program goals and reinforcements. Evaluation data of the program are provided, indicating that of the first 20 patients discharged from the program, the readmission rate was 5% compared to a 41% readmission rate for non-program discharges. A schedule of daily activities in the Social Learning Unit and Point Sheets are also included. (Author/JAC)

ED 216 289 CG 015 903

Enright, Brian E. Roit, Marsha L.

Contingency Contracting: A Technique for Developing Responsibility and Self-Control.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (57th, Dallas, TX, April 22-27, 1979).

Pub Type- Reports - General (140) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, *Behavior Change, Classroom Techniques, *Contingency Management, *Contracts, Counseling Techniques, *Decision Making Skills, Elementary Secondary Education, *Motivation Techniques, Operant Conditioning, Program Descriptions, Reinforcement, *Student Responsibility

This paper suggests ways in which educators can help students develop responsibility, as well as academic skills and intellectual growth. The four steps in decision-making are outlined to show that decision and action should follow logically once the behavior and its consequences have been identified. A technique referred to as contracting is suggested to provide the format for teachers to help children learn a responsible decision-making procedure. Three rules for changing academic and social behaviors are outlined, using operant conditioning, i.e.,: (1) reinforcing a desired behavior increases its reoccurrence; (2) most effective reinforcement occurs immediately after the behavior; and (3) target behaviors frequently need to be developed through a series of successive approximations of the terminal target behavior. (JAC)

ED 216 290 CG 015 904

Marshall, Nancy L.

Female Bonding among Low Income Mothers.

Pub Date-Mar 81
Note-49p.; Paper presented at the Annual Conference of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Behavior, Attachment Behavior, Cohort Analysis, *Family Relationship, Helping Relationship, Interests, *Low Income Groups, *Mothers, *Peer Relationship, Quality of Life, Sex Role, *Social Behavior
Identifiers-*Female Bonding, *Social Networks

There has been much work on social networks and interpersonal worlds, but until recently little discussion of the unique aspects of women's networks. To examine the factors that constrain or facilitate such female bonding, 43 low-income urban mothers were interviewed. For these respondents, female bonding was a significant aspect of their lives. The people closest to them, who were primary sources of help with childcare and emotional support, were more often women than men. These women lived near their own families and shared a common interest in childrearing which facilitated bonding and outweighed the constraints of the conjugal relationship, isolation, competition with other women, and lack of common economic interests. Membership in a more female world was related to greater self-esteem and emotional well-being. The findings suggest that the promotion of female bonding will improve the quality of women's lives. (JAC)

ED 216 291 CG 015 974

Cardinale, Anthony

Pupil Personnel Services: Material Review List Recommendations.

Dependents Schools (DOD), Washington, D.C.
Report No.-DS-Manual-2940.2
Pub Date-22 Dec 81
Note-71p.; For related document, see CG 015 975.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, College Admission, *Educational Resources, Elementary Secondary Education, Exceptional Persons, *Guidance Programs, Health Education, Parent Education, Psychological Evaluation, *Pupil Personnel Services, Pupil Personnel Workers, *Resource Materials, *School Counseling, *School Guidance

This list of materials provides recommendations to counselors and guidance personnel for the purchase of materials for pupil personnel services programs in the Department of Defense Dependents Schools (DODS). The listing, based on staff reviews in each of the six DODS regions, is divided into 10 content areas: (1) assessment and evaluation; (2) group guidance, mental health and values; (3) study habits and student teacher relations; (4) classroom management; (5) counseling for gifted and handicapped students; (6) family relations; (7) parenting; (8) career information; (9) college information; and (10) drug and alcohol abuse. The materials are organized alphabetically in highly recommended'' and recommended'' categories and include the title, publisher, type, stock or catalogue number and cost. (JAC)

ED 216 292 CG 015 975

Cardinale, Anthony

Pupil Personnel Services: Statement of Functions.

Dependents Schools (DOD), Washington, D.C.
Report No.-DS-Manual-2940.1
Pub Date-19 Nov 81
Note-79p.; For related document, see CG 015 974.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Environment, *Educational Objectives, Elementary Secondary Education, Program Development, *Pupil Personnel Services, *Pupil Personnel Workers, Residential Programs, School Counselors, School Health Services, School Social Workers, *Staff Role, *Student Development

This statement of function for pupil personnel services (PPS) in the Department of Defense Dependents Schools (DODS) focuses on the support role of pupil personnel workers. General, program, and specific functions of school counselors and psychologists, social workers, educational prescriptionists, school health nurses, and resident hall advisors are outlined. Program evaluation and research functions are also listed. The guide is designed to identify the broad areas of responsibility commonly found in PPS programs, although the actual function depends on the unique needs of the population being served. Emphasis is on the creation of an educational environment that is conducive to the personal, social, academic and vocational growth of students. (JAC)

Ragland, Sherman L. Zinn, Harlan K.

Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.

National Inst. of Mental Health (DHHS), Rockville, Md.

Report No.-DHHS-ADM-80-759

Pub Date-79

Note-64p.; Developed by the Citizen Participation Program.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Accountability, *Advisory Committees, *Citizen Participation, Citizen Role, *Community Health Services, Federal Programs, *Governing Boards, *Mental Health Programs, *Organizational Development, Organizational Objectives, Program Administration

Identifiers-*Community Mental Health Centers

This resource manual is designed to assist new and veteran board members in becoming effective and meaningful contributors to the community mental health center (CMHC) program. The materials summarize the growth and development of the CMHC concept and the services required by law and address the process of building and organizing the governing/advisory board, along with its functions, authority, accountability, and characteristics. Other chapters deal with board development and training, including training tools and resources. Evaluation and self-appraisal are also considered. A sample board constitution and bylaws are included. Throughout the manual the importance of citizen participation is stressed. (JAC)

ED 216 294 CG 015 978

Kim, S. Peter

Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.

American Academy of Child Psychiatry, Washington, D.C.
Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Report No.-DHHS-ADM-81-1094
Pub Date-81
Contract-NIMH-80-M-028176101D
Note-149p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adopted Children, *Adoption, Annotated Bibliographies, Child Development, Counselor Role, Delivery Systems, *Emotional Adjustment, Intercultural Programs, *Minority Group Children, Parent Child Relationship, *Social Services, *Stress Variables

This annotated bibliography reflects the changing patterns of adoption and includes a general discussion of adoption trends and legislation and the role of social service agencies in providing for the welfare of all children. Specific topics include adoption of black, Indian, American Indian, Eskimo, Oriental, Puerto Rican, Mexican and hard-to-place children (older or handicapped children). Social attitudes, parent-child relationships, adjustment, health, and development are considered. Research articles are also presented that deal with stress and cultural identity. (JAC)

ED 216 295 CG 015 979

Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.)

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.-House-97-297

Pub Date-3 Apr 81

Note-273p.; Paper copy not available due to small print size.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Aggression, *Family Problems, Family Relationship, *Financial Problems, Gerontology, Government Role, Hearings, Individual Characteristics, *Older Adults, Psychological Needs, Social Problems, Victims of Crime, *Violence

Identifiers-*Congress 97th, *Elder Abuse

The proceedings of this subcommittee of the House of Representatives Select Committee on Aging explore the incidence and causes of elder abuse and consider ways of dealing with the problem. Statements of victims of elder abuse and statements of social service personnel are included. Legal aspects of the problem and the possibility of government intervention are explored. The appendices contain further information and research from various states, historical and questionnaire data on protective services for the elderly, and information on physical, emotional, and financial abuse of elderly persons. (JAC)

ED 216 296 CG 015 980

Hess, Beth B., Ed. Bond, Kathleen, Ed.

Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.

National Inst. on Aging (DHHS/NIH), Bethesda, MD.; White House Conference on Aging, Washington, D.C.

Report No.-NIH-81-2390

Pub Date-Nov 81

Note-423p.; Presented at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 981-987 and ED 215 257-289.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Adult Development, *Aging (Individuals), Cognitive Processes, Economic Status, Minority Groups, *Older Adults, Physical Health, Population Trends, Retirement, Social Change, State of the Art Reviews, *Stress Variables, *Well Being

Identifiers-*Psychosocial Development, *White House Conference on Aging

The objectives of this book, a collection of papers about recent research on psychosocial aging, are to broaden scientific understanding of the psychosocial components of the aging process and the place of older people in society, and to call attention to a number of issues in aging research. The papers emphasize that aging does not occur in a vacuum, but in a changing social and family environment. The book begins with a historic overview and considers population and family trends. Other topics focus on the economic aspects of aging, work and retirement, minority aging, stress and health, learning and memory, and postponing the onset of disability. (JAC)

ED 216 297 CG 015 981

Hing, Esther Cypress, Beulah K.

Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Report No.-DHHS-PHS-81-1720

Pub Date-Aug 81

Note-81p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and ED 215 257-289.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Females, Geriatrics, Health Needs, *Health Services, Hospitals, *Individual Characteristics, *Medical Care Evaluation, *Medical Services, Nursing Homes, *Older Adults, Racial Differences, Sex Differences

Identifiers-*White House Conference on Aging

As the American population increases, the health problems of older women will be of greater concern to health planners, because it is the elderly woman who most often survives to old age and has greater need of services. Data from the National Health Survey was used to determine characteristics, conditions, management, and outcomes of patients at physicians' offices, hospitals, and nursing homes. Results showed that ambulatory care in physicians' offices was most often sought by older women, generally for chronic, non-life-threatening conditions; their use of short stays at hospitals was only for acute illnesses. Minority women used medical services less often than white women but had longer lengths of hospital stays. This document contains numerous figures, tables, and appendices illustrating the statistical data and survey results. (JAC)

ED 216 298 CG 015 982

Ervin, Evon H., Ed.

Housing the Elderly: Alternative Approaches. Reprint.

Department of Housing and Urban Development, Washington, D.C.

Pub Date-Sep 80

Note-32p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and ED 215 257-289.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit-Challenge!; v11 n9 Sep 1980

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Delivery Systems, Economic Development, Environmental Influences, *Housing, *Housing Deficiencies, *Housing Needs, Human Services, *Older Adults, Periodicals, Program Descriptions, *Residential Patterns, Retirement

Identifiers-*White House Conference on Aging

This issue of the official magazine of the U.S. Department of Housing and Urban Development (HUD) is written to stimulate nationwide interest in solving housing and urban problems by dealing with housing alternatives available to the elderly, e.g., shared housing and small group homes. HUD policies which help the elderly to maintain or upgrade their homes are examined. Other articles describe the Elderly Services Delivery System in Fort Lauderdale, Florida, and the HUD economic development program in Buffalo, New York. The concerns of the elderly voiced at various HUD forums are discussed and a summary of HUD housing units for the elderly is included. (JAC)

ED 216 299 CG 015 983

Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary.

Commission on Civil Rights, Washington, D.C.
Pub Date-Nov 81
Note-31p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and ED 215 257-289.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action, Age Discrimination, Case Studies, *Civil Rights, *Delivery Systems, Equal Opportunities (Jobs), *Federal Programs, *Human Services, *Minority Groups, *Older Adults, Program Descriptions, Program Effectiveness, Program Evaluation
Identifiers-*White House Conference on Aging

This report is a response to a congressional mandate to study racial and ethnic discrimination in federally-assisted programs for older persons. The two-phase study includes a case study analysis of selected cities to assess whether minorities are employed in federal programs for older persons and the extent to which older minorities receive services provided by these programs. The materials provide a demographic profile and historical discussion of the Area Agency on Aging program. Minority representation on the staff and among contractors and subcontractors is discussed. Program characteristics that appear to facilitate or impede minority participation are described. Results of the investigation are summarized by city. (JAC)

ED 216 300 CG 015 984

Lewis, Dorethea, Ed.
Public Policy and the Frail Elderly: A Staff Report.
Administration on Aging (DHEW), Washington, DC. Federal Council on the Aging.
Report No.-DHEW-OHDS-79-20959
Pub Date-Dec 78
Note-179p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and ED 215 257-289.
Pub Type- Reports - General (140) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Deinstitutionalization (of Disabled), Delivery Systems, *Federal Programs, Geriatrics, Health Services, Individual Characteristics, Mental Health, *Older Adults, *Physical Health, Program Descriptions, *Public Policy, *Social Services, *Well Being
Identifiers-*White House Conference on Aging

This Federal Council on Aging report contains recommendations for a national policy regarding services for the frail elderly and describes the principles on which the recommendations are based. Recommended core services are discussed and characteristics and statistics relating to the frail elderly are identified. The report describes existing help, both in terms of family and social support. Government studies

concerning care for the mentally and physically disabled, protective services, age discrimination, and care for veterans are cited. Policy recommendations from the private sector regarding long-term care for the elderly are also reviewed. References are provided along with two appendices containing the instrument used to obtain information for the report and hypotheses and questions used to complete the report. (JAC)

ED 216 301 CG 015 985

Billings, A. E. And Others

Older Americans: A Review of Issues and Their Implications.

Travelers Insurance Co., Hartford, CT. Dept. of Corporate Planning and Research.

Pub Date-Aug 80

Note-69p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and ED 215 257-289.

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Consumer Economics, *Delivery Systems, Geriatrics, *Gerontology, *Health Services, Housing, Insurance, *Older Adults, Population Trends, Retirement, State of the Art Reviews, *Stereotypes, Victims of Crime

Because of increased life spans and lower fertility rates, adults over 65 will continue to comprise a larger proportion of the population. The traditional emphasis on individual and family care of older Americans has been replaced by an emphasis on the obligation of society. Currently, poor health is the most prevalent problem reported among older Americans, although approximately 80% of the elderly are mobile and self-sufficient. Greater attention is needed for chronic health problems. Despite age stereotypes, more older people report that they prefer to work past age 65 and to remain active and productive. Older adults can be an important human resource. The present size and diversity of this group also present a potential market for many kinds of business during the 80's. A better understanding of the product and service needs of the elderly would enable business to serve these needs effectively. (JAC)

ED 216 302 CG 015 986

Prevention and Control of Dental Disease through Improved Access to Comprehensive Care.

American Dental Association, Chicago, Ill.
Pub Date-80
Note-42p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-987 and ED 215 257-289.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Delivery Systems, *Dental Health, *Dentists, Disabilities, Disease Control, Health Insurance, *Health Services, Low Income Groups, Older Adults, *Patient Education, *Preventive Medicine, Program Descriptions

Prevention of dental disease is the key to improving the nation's oral health. The American Dental Association (ADA) program of prevention and control of dental disease through improved access to comprehensive care concentrates on those who have special difficulties in receiving care: the poor, the elderly, the handicapped, the institutionalized and the uninsured. An additional group deserving continued attention are those who have access to the system and do not use it. While the dental care delivery system is basically sound, there is a void in financing mechanisms for those unable to pay and a shortage of dentists in isolated areas. The fixed nature of facilities presents problems to those unable to travel. The ADA program stresses increased prevention efforts within the profession and public sector, including government, and explores the possibility of broader health care funding. Tables, figures, charts, and the appendices contain the statistical data for this report. (JAC)

ED 216 303 CG 015 987

Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly.

Administration on Aging (DHEW), Washington, DC. Federal Council on the Aging.
Report No.-DHEW-OHDS-80-20960
Pub Date-79
Note-130p.; Material made available at the White House Conference on Aging (3rd, Washington, DC, November 30-December 3, 1981). For related documents, see CG 015 980-986 and ED 215 257-289.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - General (140) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Delivery Systems, Emotional Problems, Geriatrics, Gerontology, *Health Needs, Health Services, *Mental Health Programs, *Needs Assessment, *Older Adults, Outreach Programs, *Public Policy, Research Needs

This publication contains the reports of two major public advisory bodies which studied and conducted hearings on mental health needs of the elderly and developed recommendations for public policy to address these needs. The first report reviews current mental health needs and considers the projected needs for dealing with emotional stress during the next 25 years and lists seven recommendations for public policy based on existing laws and institutions. The second report deals with future needs of mental health facilities, manpower training and research, the appropriate care of the elderly in mental institutions, and proposals for implementing recommendations from the 1971 White House Conference on Aging about mental health of the elderly. (JAC)

ED 216 304 CG 015 988

Martin, Donald L., Jr.

Identifying Potential Dropouts: A Research Report.

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.

Pub Date-Feb 81

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence, Cohort Analysis, *Dropout Characteristics, *Dropout Prevention, Dropout Research, Family Influence, Predictor Variables, *Rural Urban Differences, School Holding Power, Secondary Education, *Secondary School Students, *Student Attitudes, Student Characteristics

While the educational structure seems to meet the needs of most students, a small but significant minority does not see the need to complete high school. To improve the identification of potential dropouts and describe the differences between dropouts and persisters, 536 Kentucky high school students and dropouts were studied. An unexpected outcome was that urban and rural differences were observed on many of the family, personal, and subjective variables. Dropouts were more likely to: (1) be from broken homes; (2) have parents with lower educational levels and occupational status; (3) be white males who were retained more often than persisters; (4) have lower IQ scores; (5) be absent from school; and (6) not get along well with teachers. The findings suggest specific variables related to the dropout/persister problem. (JAC)

ED 216 305 CS 006 453

Brittain, Mary M.

Enhancing Children's Response to Figurative Language.

Pub Date-Oct 81

Note-10p.; Paper presented at the Annual Meeting of the Fall Conference of the Virginia Association of Teachers of English (12th, Blacksburg, VA, October 16-18, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childhood Attitudes, Childrens Literature, Classroom Techniques, Elementary Education, *Figurative Language, *Language Research, *Language Skills, Language Styles, *Reading Instruction, Student Reaction, Tutoring, Vocabulary, *Vocabulary Development

Identifiers-*Similes

A study was conducted to examine children's ability to deal with a particular form of figurative language, the simile, and the changes occurring in this ability as a result of regular, planned exposure to the form. Before and after an eight-week reading tutorial program, 17 children in the experimental group and 10 children in the control group completed a 60-item test of similes. During the tutorial period, the experimental group received practice in using similes. The items on the test were 20 multiple choice, 20 similes that the children had to judge as being ``silly'' or ``not silly,'' and 20 similes that the children had to complete. Differences in pretest and posttest performance were analyzed separately for the three portions of the test. The analysis showed no significant differences for any of the subtests for the control group. In the experimental group, (1) the differences in pretest and posttest scores on the multiple choice portion were not significant but were in the expected direction; (2) significant differences appeared for decisions about ``silly'' and ``not silly'' similes; and (3) significant differences were found for the simile-completion task, the most demanding of the three tasks. (RL)

Koeller, Shirley
Literary Experience, A Neglected Essential.
Pub Date-Nov 81
Note-19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 19-24, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discussion (Teaching Technique), Elementary Education, Group Discussion, *Literature Appreciation, *Reading Interests, *Student Motivation, *Teacher Role
Identifiers-*Reader Response

A review of the professional literature supports the position that abundant experience with literature has value for young readers. Teachers in the elementary grades stimulate appreciation of literature when (1) their own enthusiasm is evident as they read and discuss books, (2) they regard each pupil as an able reader of and responder about literature, (3) they provide scores of books so excellent that children get lost in reading these books, and (4) they plan ways for children to respond to and discuss books. The goal of the literature discussion should be to further children's companionship and understanding of one another as they react to a shared book. The work of Louise Rosenblatt and others emphasizes the importance of the reader's focus of attention during the reading transaction; their studies explain why all readers attend singularly to different stimuli in books and why this spirited diversity grows by means of enjoyable book discussions that also enhance peer kinship. Sensitive, knowledgeable teachers can, with practice and experience, learn how essential this kind of literary experience is to the growth of appreciative readers. (A framework of teacher observations and children's questions during literary discussions is offered as a means of retrieving and extending children's literary experiences.) (RL)

ED 216 307 CS 006 510

Hammons, Miriam B. And Others

Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.

Pub Date-Dec 81

Note-7p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Attitude Measures, High Schools, Polygraphs, *Reading Attitudes, *Reading Research, Self Evaluation (Individuals), *Socioeconomic Status, Suburban Youth, *Test Validity, Urban Youth

While affective scales designed to measure students' attitudes toward reading have become an important part of teachers' assessments of student performance, little research has been conducted to determine whether these scales provide accurate information, nor have researchers adequately compared reading attitudes according to student achievement and socioeconomic levels. To provide evidence regarding these areas, two studies were undertaken involving more than 300 students, half from an inner city school and half from a suburban school. In the first study, the reading attitudes of the students were measured by the Estes Reading Attitude Scales and the results were compared according to grade, school, achievement level (low or average), and sex. In the second study, students who had indicated a positive attitude toward reading in the first investigation were given a polygraph test to determine if they had expressed their true attitudes. The results of the first study revealed that average achieving students and those in the inner city school had more positive attitudes toward reading than their peers. No effects were found for either grade or sex. Results of the second study revealed that half of the students in the low achieving group were not truthful in assessing their attitudes, while only one student in the average achieving group was not with no student underestimating his or her reading attitude. (FL)

ED 216 308 CS 006 551

Jansson, Karin, Ed.
Basic Skills in a Longterm Perspective (BAS).
Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Pub Date-Mar 82
Note-15p.
Journal Cit-School Research Newsletter; n1 Mar 1982
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Educational Change, Elementary Secondary Education, Foreign Countries, Program Content, *Program Development, *Reading Programs, *Reading Skills, *Research Projects, Social Influences, *Writing Skills
Identifiers-*Sweden

The Swedish Basic Skills in a Long Term Perspective research project, which is described in this paper, was prompted by the belief that only a long-term perspective could reveal significant changes in schools and society at large. The general purpose of the described project is to endeavor, in historical and societal terms, to elucidate and appreciate the status and transformation of basic skills instruction in Sweden over a 50-year period (1930-1980). Various sections of the paper discuss the project's (1) theoretical frame of reference, (2) content and form, and (3) educational sociology components. A concluding section discusses the progress of the project to date. (FL)

ED 216 309 CS 006 583

Kerzner, Randi L.

The Effect of Retention on Achievement.

Pub Date-May 82

Note-34p.; M.A. Thesis, Keen College of New Jersey.

Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Academic Aptitude, Academic Failure, *Basic Skills, *Educational Research, Elementary Education, *Grade Repetition, Low Achievement, *Reading Skills, School Holding Power, Student Promotion, Underachievement

A study investigated the educational value of retaining low achieving elementary school students in the same grade for an additional year. Subjects were 56 students who had completed at least one grade level beyond the grade in which they had been retained. The students had each been tested with the Comprehensive Tests of Basic Skills during the year of retention and during the following year. Results showed that retention was beneficial academically to students in all grades, but that retaining a child in grades one, two, or three was more beneficial than later retention. (FL)

ED 216 310 CS 006 584

Dorr, Aimee

Reading in the Age of Television.

Pub Date-Jan 82

Note-11p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Elementary Education, *Influences, Literacy, Mass Media Effects, Reading Achievement, *Reading Habits, *Reading Research, *Reading Skills, *Television Research, *Television Viewing

Most educators argue that the time children spend watching television detracts from their homework time and leisure time reading, that television watching cultivates skills different from those needed for print literacy and encourages preference for its easier means of acquiring information, and that television content is often nonintellectual and even antiintellectual. Numerous studies give little indication that activities that seem crucial to the development of reading changed dramatically with the introduction of television into towns that previously had none. Other studies suggest slight declines in reading and academic achievement among brighter students in such towns. No analysis has argued that television information processing skills are antithetical to those required for reading, nor are there data indicating that those who consider television less demanding than reading actually prefer it. There is evidence, however, suggesting (1) that leisure time viewing of television can promote the development of vocabulary and other information processing skills, as well as the understanding of plotline and characterization; and (2) that dramatization of books on television can motivate reading activity. It is apparent that when television is used deliberately to develop print literacy it can do so. (HTH)

ED 216 311 CS 006 616

Pike, Kathy

Have You Disabled a Student Today? A Look at Teacher Effectiveness.

Pub Date-Apr 82
Note-33p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Techniques, Educational Research, Elementary Secondary Education, *Reading Instruction, *Reading Research, *Reading Teachers, *Teacher Behavior, *Teacher Effectiveness, Teacher Role, Teaching Methods

The research on teacher effectiveness that is reviewed in this paper focuses on teaching as behaving the observable aspects of teaching and teaching as thinking the inner aspects of teaching. The section on teaching as behaving emphasizes the encouraging results of direct instruction (academically focused, teacher-directed classrooms using sequenced, structured materials), but also discusses management concerns and what constitutes effective class management, psychological conditions that create a good learning situation, and the influence of students and other context variables on teacher behavior. The section on teaching as thinking provides discussions of the teacher as a planner and as a decision maker, teacher judgment, and teachers' implicit theories and perspectives. The summary of these sections notes that teaching is a process of allocating instructional time and assigning academic tasks in such a way that students have opportunities to learn while experiencing a high rate of success and engagement time, and that teaching is a complex process involving more than just a series of discrete, unrelated behaviors. (RL)

ED 216 312 CS 006 622

Duchastel, Philippe C.

Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.

American Coll., Bryn Mawr, PA.

Pub Date-79

Note-30p.

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ecological Factors, Educational Research, *Learning Processes, Reading Comprehension, Reading Instruction, *Reading Research, *Research Methodology, *Research Needs, *Research Problems

Identifiers-*Adjunct Questions, *Mathemagenics, Reading Strategies

Many consider the use of adjunct questions (mathemagenics) to be a means by which the instructional value of a text can be increased with relatively little difficulty, and this explains the appeal they have generated over the years. Yet this appeal is seldom tempered by a consideration of the ecological validity of the experimental studies on which the theoretical foundation of mathemagenics is based. The issue is whether the research evidence for enhanced learning that is obtained in controlled studies can be extrapolated to practical instructional settings. It is mainly the effects of postquestions that create the most interest, for it is they which enhance both relevant (question-related) learning and incidental (unrelated) learning, as seen on a posttest. In experimental studies, the students cannot turn back to seek out or check the answer to the question they have just encountered. Their only option is mental review, which is a far different situation than the one encountered in practical settings where students study freely with their textbooks. Experimental constraints also encourage students to process the text in ways that are an exaggeration of their natural techniques. Thus, both mental review and the general stimulatory effect of postquestions are confounded by procedural tactics. The procedural paradigm currently employed in mathemagenic research will not provide useful and practical results. That postquestions do enhance learning in real study settings is generally recognized. However, how they do it and how questions can be best used remains to be established. (HOD)

ED 216 313 CS 006 627

Langer, Judith A.

The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.

Pub Date- 82
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Expectation, *Language Processing, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Tests, Semantics, *Standardized Tests, *Test Interpretation, Test Items
Identifiers-*Schemata, Text Factors

Using a text semantic framework, a two-year study examined the process by which readers construct meanings from standardized reading comprehension tests used as texts. The text analytic system described ideal reader'' interpretations of texts, allowing comparisons with real reader interpretations. Specific analyses described the ideal reader's hypotheses, expectations, and questions about the genre, content, and linguistic aspects of the text. A notation system was developed that provided a map of the changing envisionments that result from interpretations of earlier text segments and take new shapes as the text continues. Intensive interview procedures, including process probes, were used to compare real readers' and ideal readers' behaviors in constructing meaning for a text, as well as a reader's construction of meaning and performance on passage-related multiple choice questions. Readers of a variety of ages participated in the study, with the major analyses focusing on 26 third grade students responding to one text. The findings permitted identification of certain aspects of test language that can interfere with comprehension, including density of ideas, overreliance on assumptions and hypotheses, and assertions contrary to readers' beliefs. The findings also indicated that caution should be used when interpreting standardized test results. (RL)

ED 216 314 CS 006 628

Hansen, Cheryl L. Feinburg, Phil

Which Words Shall They Learn?

Pub Date-Apr 82

Note-19p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (8th, Portland, OR, April 1-3, 1982).

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Literacy, Disabilities, *Functional Reading, *Language Handicaps, Reading Difficulties, *Reading Research, Reading Skills, *Sight Vocabulary, *Vocabulary Development, *Word Lists

To devise a list of functional sight vocabulary words, a search was made of numerous curriculum guides and books, school district curricula, and several commercial materials purporting to teach such words. This search provided 16 word lists with a total of 466 different words and symbols. The word lists ranged from as few as five words to as many as 230 words, with the average being 83.5 words. While 32 words were included on at least one-half of the word lists, only one word, stop,'' was included on all word lists. The words were divided into six categories based on their intent or meaning, including pedestrian mobility, toilet facilities, entrance/exit, warnings, traffic, and other words providing information not covered in the other categories. (Guidelines and suggestions for classroom use of the 466-word and 34-word lists are offered, and the two word lists are appended.) (RL)

ED 216 315 CS 006 631

Rounds, Susan

Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children.

Pub Date-79

Note-28p.; Research prepared at the University of California, Berkeley.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Development, *Cognitive Style, Grade 2, *Grammar, *Individual Differences, Primary Education, *Reading Ability, Reading Achievement, *Reading Research

Identifiers-*Field Dependence Independence

Forty-four second grade students participated in a study examining the relationships between field dependence/independence (FDI), grammatical awareness, reading ability, and training in grammatical awareness. After the children were pretested for their levels of cognitive development, degree of field independence, grammatical awareness, and reading ability, they were ranked according to FDI level and randomly assigned to either a treatment group, which was given tasks that required manipulation of grammatical elements in some way, or a control group in which the children played games involving phonics and spelling. After 7 weeks of treatment, the students were measured again for grammatical awareness and reading ability. The results indicated that a child's reading performance is strongly affected by level of cognitive development, how field independent the child is, and the extent to which the child is able to use knowledge of grammatical structure while reading. Given the same level of cognitive development, children with more grammatical awareness were better readers than children with less grammatical awareness. Cognitive style was a factor in the acquisition of grammatical awareness, with field-independent children having higher levels of grammatical awareness than field-dependent children. There were no significant differences between the experimental and control groups on any of the pretest or posttest measures. (RL)

ED 216 316 CS 006 632

Kimmel, Susan

Children with a Perseverative Text Processing Strategy: The Effect of Text Organization.

Pub Date-82
Note-26p.; Research prepared at Teachers College-Columbia University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Deduction, Grade 5, Grade 6, Induction, Intermediate Grades, *Language Processing, *Reading Comprehension, *Reading Difficulties, Reading Processes, *Reading Research, Reading Skills
Identifiers-*Perseveration, *Reading Strategies

There are many children, termed perseverative,'' whose reading comprehension problems stem from the fact that they form hypotheses about the meaning of a text at the onset of reading, then fail to evaluate or modify those hypotheses on the basis of subsequent text findings. A study was undertaken to identify such readers and to explore the effects of their disability on their comprehension and recall of deductive and inductive text. Sixteen perseverative fifth and sixth grade students were identified through the use of a screening device that had been especially devised for the purpose. Another 16 students were chosen who did not display this disability for a comparative group. Each child completed four tasks: (1) a misleading paragraph task, designed to mislead children who apply an initial unconfirmed text interpretation; (2) a recall task that required each child to read and recall details about eight inductive paragraphs; (3) a word finding task that required each child to define a nonsense word through the content of the paragraph; and (4) a reading rate test, in which the children read four inductive and four deductive paragraphs while being timed. The results revealed that there are readers who use a perseverative text interpretation strategy and that these readers find it more difficult to comprehend inductively structured text than deductively structured text. (FL)

ED 216 317 CS 006 634

Kalmbach, James

The Structure of Narrative Retelling.

Pub Date-80

Note-30p.; Research prepared at Michigan State University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Discourse Analysis, Elementary Education, Grade 6, *Reading Comprehension, *Reading Research, *Recall (Psychology), *Research Methodology, Research Needs, Research Problems

The analysis of story recall, a device used widely in reading research to gauge comprehension, typically involves a process of mapping recall against the original story. The process is based on the assumption that subjects are aiming for verbatim recall. To test the validity of this assumption, an analysis was conducted of 20 narrative retellings, 10 for each of two stories, presented by a sample of sixth grade students. The analysis supported the theory that a retelling of a story is not an attempt at verbatim recall, but rather an attempt to communicate an understanding of a story by selecting, organizing, and emphasizing certain events from that story while ignoring others. The findings suggest that mapping story recall against the original story may be an inappropriate analytic strategy for reading researchers. (FL)

ED 216 318 CS 006 635

Conard, Sue Stankewitz

The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.

Pub Date-81
Note-34p.; Research prepared at Harvard Graduate School of Education.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Area Reading, Elementary Education, Elementary School Teachers, *Publishing Industry, *Readability, *Reading Material Selection, *Reading Research, Surveys, *Textbook Evaluation, Textbook Publication, *Textbooks
Identifiers-*Educators

A study (1) surveyed the views of educators and textbook publishers regarding suitable reading levels of textbooks used for instruction in reading and content area subjects; (2) examined preferences for difficulty of reading textbooks considering students' achievement levels and for reading content area textbooks when selections are made for individual students, groups, and classes; and (3) examined techniques and testing methods used by educators and publishers to determine suitable reading levels. The sample survey consisted of 98 publishers and 303 elementary school educators. Results indicated that while both groups considered suitable reading level in textbooks important, educators placed a great deal more emphasis on it than did publishers. Techniques used by educators and publishers for evaluating reading levels were quite similar, with the major difference being that educators used the evaluation of concepts most frequently and publishers used this technique least often. (HTH)

ED 216 319 CS 006 636

Roen, Duane H.

The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.

Pub Date-81

Note-32p.; Research prepared at The University of Minnesota.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, *Coherence, *Cohesion (Written Composition), College Freshmen, Higher Education, *Reading Comprehension, Reading Rate, *Reading Research, *Recall (Psychology), *Surface Structure

Identifiers-Prose Learning, Schemata, *Text Structure

In light of conflicting and limited results in the assessment of the effects of text-forming structures, a study investigated the effects of specific microlevel and macrolevel text-forming elements on readers' comprehension of selected passages of scientific technical prose. More specifically, the study examined the individual and combined effects of intersentential cohesive conjunctions, reference, lexical cohesion, and rhetorical predicates on college freshmen's comprehension (free recall and reading rate) of these passages. Subjects for the experiment were 160 students in freshman composition classes. Each subject read one of 16 versions of texts dealing with fairly technical scientific topics. During the 12 data gathering sessions, subjects were asked to read the passages at their normal reading rates, record their reading times, and write as much as they could recall of the passage. Analyses of the data revealed no systematic effects of intersentential cohesive conjunctions, reference, lexical cohesion, and rhetorical predicates on reading rate and written free recall. These findings appear to support the argument that surface level linking structures are not causes but symptoms or reflections of the underlying coherence of connectivity of text-knowledge and world-knowledge. (RL)

ED 216 320 CS 006 637

Leu, Donald J., Jr.

The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students.

Pub Date-81

Note-33p.; Research prepared at the University of California, Berkeley. Several figures and Appendix A may have poor reproducibility.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Beginning Reading, Cognitive Processes, Elementary Education, Grade 2, Grade 5, *Language Processing, Learning Processes, Learning Theories, *Oral Language, Oral Reading, *Reading Comprehension, Reading Diagnosis, *Reading Research, Structural Analysis (Linguistics), *Syntax, *Written Language

Identifiers-*Prose Learning

A study investigated whether syntactic differences between oral and written discourse interfere with the comprehension of beginning readers. Subjects were 28 second grade and 28 fifth grade students who read, orally, versions of stories identical in nature except for the structure of their syntactic patterns. One version contained structures more frequently found in written discourse (subordinate and relative clauses, appositive and participial phrases, and passive verbs), while the other used syntactic patterns more typical of oral discourse (coordinated clauses and active verbs). Reading comprehension was assessed with a standardized retelling task, and a measure of student familiarity with the syntactic patterns of written discourse was obtained with an oral storytelling task. Data analysis indicated that versions of stories with written discourse structures were marginally more difficult for students to comprehend than versions with oral structures, with the interference effect caused by written discourse structures being greater among second grade than among fifth grade students. Additional findings indicated that (1) the interference effect was significantly related to familiarity with these structures at the second but not the fifth grade level, and (2) students' word recognition errors reflected high expectations for syntactic patterns more typically found in oral discourse, especially among second grade students. (Two versions of a story used in the study are appended.) (FL)

ED 216 321 CS 006 647

Chapman, Carmen Woods

IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date-Mar 82

Note-97p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Content Area Reading, *Educational Assessment, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, *Reading Achievement, *Reading Research, Reading Skills, State Departments of Education, State Surveys, *Test Items, *Test Results

Identifiers-*Illinois Inventory of Educational Progress

Designed as an overview of the 1979 and 1980 Illinois Inventory of Educational Progress (IIEP) in fourth, eighth, and eleventh grades reading, this report presents the results for each grade level along with performance comparisons between years and topic areas (using sources of information and reading in the social sciences, literature, and the sciences). Section one of the report discusses the purpose and rationale of the assessment and briefly summarizes the findings. Section two, the bulk of the report, contains an analysis of each of the test items in the assessment at all three grade levels, followed by a summary of the overall observations of the reading panel interpreting the assessment. Section three offers general observations and future considerations gleaned from the results of the assessment. Appendixes contain six tables displaying teacher opinions related to the test items (degree of exposure in class, importance of mastery, and degree of difficulty) and a sample of the teacher survey form. (RL)

ED 216 322 CS 006 651

Appleton, Marianne Cranney, A. Garr
The Reading Habits of Church Active Mormon Women.
Pub Date- 81
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Females, National Surveys, *Reading Habits, Reading Interests, *Reading Research, Religious Factors, *Religious Organizations
Identifiers-*Mormons

Data from 149 female members of the Church of Jesus Christ of Latter Day Saints (LDS) were used to construct a composite of the reading habits and their relation to other characterisitics of this group. The typical respondent was a married woman between 26 and 40 years old who had attended college but remained at home to care for children under the age of 18, who had been a church member for more than 20 years and was active in church affairs, who read the scriptures about 20 minutes daily, and who read other materials (newspapers, magazines, and books) about 30 minutes daily. Four generalizations emerged from the study. (1) Active LDS women, at least in this sample, do follow the encouragement of church leaders to read the scriptures and other church periodicals. (2) The reading habits and tastes of this group were not unlike those found in other adult reading surveys. (3) Aside from church-related materials, Mormon women had similar reading habits regardless of geographic location or size of community. (4) Although more education was related to more reading, those women in the survey with less education were reading more than would be predicted from studies of other adults of similar educational backgrounds. (RL)

ED 216 323 CS 006 652

Cotton, Eileen G.

Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books.

Pub Date-Nov 80

Note-13p.; Paper presented at the Annual Meeting of the California Reading Association (14th, Sacramento, CA, November 6-8, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childrens Literature, *Classification, *Critical Reading, *Critical Thinking, Elementary Education, Learning Activities, *Literature Appreciation, Questioning Techniques, *Reading Comprehension, Reading Instruction, Skill Development

Identifiers-Blooms Taxonomy

Bloom's Taxonomy is a classification device that orders educational objectives in a hierarchical fashion, ranging from relatively simple skills of remembering to more complex skills of evaluating and judging. In the classroom, the taxonomy can be used as the basis of a series [illegible] questioning strategies designed to foster intellectual skills. In a reading program, for example, teachers could have students read books, stories, or tall tales, and then answer questions based on the taxonomy, with knowledge derived from the reading. The questions could be prepared by the teacher, along with the answers, and placed in a folderbook,'' a learning package that displays each questioning level, a vocabulary page, an attractive cover, and a brief summary of the book. This can serve as a model for students, who are then asked to prepare their own folderbooks for a favorite book. Students have reported that they have a better understanding of a book after using a folderbook as a study guide. The folderbooks also seem to create a pride in work that assists in promoting academic achievement. (FL)

ED 216 324 CS 006 658

Burket, Linda Lee

Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades.

Pub Date-Apr 81
Note-33p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Beginning Reading, Childhood Attitudes, Early Childhood Education, Literature Reviews, *Parent Child Relationship, *Parent Participation, *Parent Role, Parent School Relationship, *Reading Aloud to Others, Reading Attitudes, *Reading Readiness, Young Children

The literature review reported in this paper was conducted to increase an awareness of the positive effects that parents can have on their children's reading progress. The 36 annotations resulting from the review are organized under the following categories: (1) parental factors influencing reading development in children, including the effects of positive parental participation and the need for parental involvement; (2) strategies to increase parental involvement; and (3) preschool and primary grade activities for parent-child participation in reading development. Following the annotations, a summary, conclusions, and recommendations are offered. (RL)

ED 216 325 CS 006 661

Boloz, Sigmund A.

A Holistic Approach to Language Literacy.

Pub Date-Feb 82

Note-11p.; Paper presented at the Annual Meeting of the New Mexico State Council of the International Reading Association (Farmington, NM, February 26-27, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *English Instruction, *Holistic Approach, *Integrated Curriculum, Language Arts, *Language Experience Approach, Language Research, *Language Skills, Literacy, *Reading Instruction, Reading Research

Noting that a gap exists between desired and actual literacy levels in the United States, this paper argues that the issue of literacy should be addressed holistically. Proposing that the communication skills of reading, writing, listening, and speaking are integrated and support each other, the paper reviews research indicating the interrelationships among the skills and advocating the language experience approach as an effective, holistic way of developing these interrelationships. (FL)

ED 216 326 CS 006 664

Sartain, Harry W.

Frequency-Count of English Words Appearing in Books Read in Elementary Schools.

Pub Date-Aug 81

Note-27p.; Paper presented at the Annual Meeting of the European Conference on Reading (2nd, Joensuu, Finland, August 2-5, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basal Reading, *Child Language, Childrens Literature, Computational Linguistics, Elementary Education, *Reading Materials, *Reading Research, *Sight Vocabulary, *Word Frequency, *Word Lists, Word Recognition

To discover the truth about the extent of children's reading vocabularies, a project was undertaken at the Falk Laboratory School, University of Pittsburgh, to determine how many words first, second, and third grade children could recognize in print. A team of graduate students tabulated the words appearing in commonly used basal materials and in several library books that children read most often. This task resulted in a list of approximately 11,000 words. It was apparent, however, that a more complete list was needed for elementary school use. A new vocabulary word list, the Comprehensive Reading Vocabulary, itemized all of the words in the preprimers, primers, first grade readers, and second grade readers in nine commonly used reading series, as well as words from instructional and free-reading materials most frequently encountered by children in grades three, four, five, and six. When the computerized tabulation was completed, the total list consisted of 8,269,968 entries, of which 79,044 were different entries or words.'' The first 10 words in the list in order of frequency include the 2 major articles, the most common conjunction in the English language, the 3 most common prepositions, 1 verb, and 3 pronouns. (The paper contains a list of the first 200 words classified according to their grammatical functions, as well as a list of the first 500 words classified according to their frequency.) (HOD)

ED 216 327 CS 006 665

Kopfstein, Robert Wm.
SQ3R Doesn't Work Or Does It?
Pub Date-27 May 82
Note-13p.; Paper presented at the Annual Meeting of the Western College Reading Association (15th, San Diego, CA, April 1-4, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Higher Education, Memory, *Reading Comprehension, Reading Instruction, *Retention (Psychology), Secondary Education, Study Habits, *Study Skills, *Textbook Content
Identifiers-*Reading Strategies, *SQ3R Study Formula

The SQ3R method has been the backbone of textbook reading strategies for over 20 years. However, research indicates that students even though they know how to use the technique do not apply it because they believe it is too involved and too time consuming. Theoretically, SQ3R is a sound technique based on current knowledge about brain functions, but unless teachers can package it so that students will use it, SQ3R will become a pointless schoolroom exercise. A possible solution to this problem lies in combining SQ3R with findings in brain research on memory and with the time-spaced (distributed practice) learning theory. Coupling what researchers already know about the workings of the human brain with the SQ3R method allows students to become aware of the inner workings of the technique, and the textbook reading strategy becomes a meaningful activity rather than an externally imposed formula. (Author/HTH)

ED 216 328 CS 006 667

Bond, Carole L.

Mainstreaming: The Need to Prepare the Nondisabled.

Pub Date-Oct 81

Note-15p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, Change Strategies, *Disabilities, Educational Cooperation, Educational Needs, Elementary Secondary Education, Higher Education, Interdisciplinary Approach, *Mainstreaming, Negative Attitudes, *Program Development, Reading Teachers, Special Education Teachers, Student Attitudes, *Teacher Attitudes, Teacher Education, *Teacher Education Programs

Responding to research indicating that more concentrated efforts and innovative approaches are needed to change the negative teacher and student attitudes toward the disabled in mainstreamed classrooms, the pilot program described in this paper was designed to foster communication between the regular classroom teacher and the special education teacher by encouraging student teachers from special and general education classes to work together in program planning and implementation. The paper outlines the program and presents survey data about teacher attitudes and attitude change related to mainstreaming disabled students. The paper notes that the involvement of reading faculty along with special education faculty is a logical place to begin working on structuring intradepartmental courses that foster positive attitudes toward the disabled, because both departments normally have clinical components in their teacher education programs. General goals established for participants in the pilot program are listed, as are nine specific behavior objectives. Encouraging preliminary evaluations of the program are noted, and plans for further applications of the program in both preservice and inservice settings are discussed. (RL)

ED 216 329 CS 006 669

Boraks, Nancy Richardson, Judy

Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.

Pub Date-Oct 81
Note-20p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, Adult Literacy, Adults, *Beginning Reading, *Educational Principles, *Instructional Design, *Reading Instruction

Acknowledging that while it is difficult to suggest specific instructional strategies for accommodating differing adult beginning readers' (ABR) psychosocial behavior, this paper offers appropriate instructional principles based on the educational and social needs of the ABR. The principles presented are as follows: (1) teachers should help adults manage their time for maximum reading practice with minimal lesson time; (2) initial reading instruction may be best presented with materials in which adults have expressed a utilitarian interest; (3) adults must interact with the greater social/cultural environment to encourage more generalization in dealing with print; (4) adults should be encouraged to identify and organize their own approach to word recognition; (5) students will comprehend better when they can focus on the organization of the materials; (6) instruction should not stress the abstract (letter/sound) aspect of the reading process; (7) features or word cues most likely to be present when recall is required should be stressed when new materials are introduced; and (8) adults may learn more quickly using materials representing a relatively concrete level of experience. Each of the eight principles presented includes background research information and instructional implications or activities. (HTH)

ED 216 330 CS 006 670

Blohm, Paul J.

I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.

University of Southwestern Louisiana, Lafayette.
Pub Date-Jun 82
Note-24p.; Paper presented at the Reading Symposium on Factors Related to Reading Performance'' (Milwaukee, WI, June 10-11, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advance Organizers, *Computer Assisted Instruction, Diagrams, Higher Education, *Reading Comprehension, *Reading Instruction, Reading Skills, Study Skills, *Teaching Methods, *Visual Aids
Identifiers-*Glossing, Reading Strategies, Theory Practice Relationship

Merging the instructional implications drawn from theory and research in the interactive reading model, schemata, and metacognition with computer based instruction seems a natural approach for actively involving students' participation in reading and learning from text. Computer based graphic organizers guide students' preview or review of lengthy readings. The grapic preorganizers present visual displays of key terms and concepts arranged diagrammatically to depict the major concepts so that the organizational pattern can be identified in a way that relates the new information to existing schema. Postorganizers encourage students' self-interrogation of their ability to reorganize, consolidate, and review the text content just read. With the use of computer based glossing, the reader sees no gloss notations until the computer is signalled through a HELP command to present one. At the same time, the reader is constantly involved in metacognitive decision making about which gloss notations might have to be signalled to gain or maintain understanding. Other features of the glossing system are a statistics file that allows for the administration of consistent directions and collection of accurate data, and a text-authoring system that allows noncomputer-oriented teachers to build their own computer based glossing activities to promote comprehension strategies. (HOD)

ED 216 331 CS 006 672

Garner, Ruth

Text Processing Differences among Readers.

Pub Date-Jun 82
Note-25p.; Paper presented at the Reading Symposium on Factors Related to Reading Performance'' (Milwaukee, WI, June 10-11, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Concept Formation, *Individual Differences, *Language Processing, Reading Ability, Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, Recall (Psychology), *Research Needs
Identifiers-*Reading Strategies, Schemata

Explanations for differences in reading proficiency should be constructed around an atlas of reading-related individual differences in cognition. Such an atlas should include well-documented bottom up'', text-driven reading strategies and less thoroughly investigated top-down'', schema-driven reading strategies. Research findings suggest the following differences in the use of text-processing strategies among good and poor readers: (1) good readers both report and demonstrate spontaneous use of text lookbacks to retrieve unrecalled information needed to resolve a cognitive task, whereas poor readers generally do not; (2) in making wise decisions about allocation of cognitive effort, good readers are better than novices in choosing intermediate-level information in text as external memory aids, in selecting segments previously found difficult for extra study, and in spending more study time on difficult stories than on easy reading strategies and less thoroughly investigated top-down,'' ones; (3) good readers have a greater facility for summarizing text; and (4) good readers, more than poor readers, seem to have a repertoire of strategic behaviors that begins with a clear focus on meaning, including practiced monitoring of comprehension failure. This list needs to be extended to include differences about what learners are actually doing while processing the text (i.e., top-down'' processes). Researchers need to seek behavioral indices of strategic use to corroborate reported use, to separate the effects of development and of proficiency level, and to use some real-life open-book'' tasks so that results can be generalized to the critical school learning demands that learners face daily. (HOD)

ED 216 332 CS 006 673

Otto, Beverly Sulzby, Elizabeth

Judging the Emergent Reading Abilities of Kindergarten Children.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Dec 81
Grant-NIE-G-80-0176
Note-21p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Behavior Rating Scales, Kindergarten Children, *Measurement Techniques, *Measures (Individuals), Primary Education, *Reading Ability, *Story Reading, *Student Evaluation, Writing Skills

In 1981, a scale, the Emergent Reading Ability Judgments for Dictated and Handwritten Stories, was developed for use in assessing how close a child was to reading independently based upon the nature of the child's attempts to read from dictated and handwritten stories. A study was conducted to apply the scale to stories from a new sample of children whose overall emergent reading abilities were ascertained by other techniques. The question addressed was whether the scale covers the reading attempts of these children. Subjects for the study were nine kindergarten children who fell into high, moderate, or low emergent reading ability groupings. The children's own dictated and handwritten stories comprised the materials used for reading attempts. Findings showed that the scale could be applied to repeated reading attempts of kindergarten children. Further analysis indicated that the scale discriminated between groups of children who differed in overall emergent abilities. There was also a trend in the data for children to improve across time. In addition, the scale showed moderate and, in two of three instances, significant ability to rank subjects similarly across dictated and handwritten forms within a given trial. Finally, even though the two measures were devised upon different bases for different purposes, the scale and a traditional readiness test also tended to rank children similarly. (HOD)

ED 216 333 CS 006 674

Sulzby, Elizabeth

Kindergartners Deal with Word Boundaries.

Pub Date-Dec 81

Note-32p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, *Cognitive Development, *Handwriting, Kindergarten Children, Longitudinal Studies, Parent Child Relationship, Primary Education, *Reading Ability, *Reading Research, *Writing Research, Written Language

Identifiers-*Word Boundaries

To determine how children's knowledge about word boundaries differs at given points in time, writing samples were gathered from nine kindergarten children using similar procedures. Also examined were children's statements while composing and rereading as well as children's questions and information elicitations. Three of the subjects were judged to be high, three moderate, and three low in emergent reading ability. Data analysis showed that high emergent reading ability children did not ask word boundary questions; rather, they displayed and discussed discoveries they had already made or were making. The moderate children differed from the high children in the amount of written composition as well as in the nature of the writing systems they used. They used questions and other more direct ways of eliciting aid. Many word boundary problems were found in children judged to be low in emergent reading ability. These children also expressed many questions and elicited needed information. An extended example of word boundary problems for one moderate ability child demonstrated the child's ability to ask questions and elicit aid from an adult, typical in the parent-child relationships of fluent young readers. (HOD)

ED 216 334 CS 006 6[illegible]6

Durkin, Dolores

A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Apr 82

Contract-400-76-0116

Note-58p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Aptitude, Administrator Role, *Black Youth, Early Experience, *Economically Disadvantaged, Elementary Education, Family Role, *Reading Achievement, Reading Instruction, *Reading Research, Self Concept, Student Attitudes, Student Characteristics, *Success, Teacher Role

A study was conducted to acquire information about poor black children who were successful readers in order to determine what can be done to increase the number of such children. For purposes of the study, successful'' was defined as scoring at or above grade level on a standardized reading test at the end of fifth grade, while poor'' was defined as being eligible for free meals and milk. Data on the 23 subjects were collected through observations, review of school records, and interviews with the students, teachers, administrators, and parents, as well as other family members. The findings indicated the following factors to be of importance in producing successful readers: (1) preschool reading ability, (2) families that were interested in school because they saw achievement there as a step toward a life that would be better than their own, (3) student love of reading, (4) contacts with other good readers through homogeneously grouped classes, and the use of challenging materials within those classes. (FL)

ED 216 335 CS 006 677

Wilhite, Stephen C.

Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.

Pub Date-May 82

Grant-MH-08246-01

Note-38p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, College Students, Higher Education, Memory, *Questioning Techniques, *Reading Processes, *Reading Research, *Recall (Psychology)

Identifiers-*Adjunct Questions, Prose Learning

An experiment contrasted the predictions of two explanations of the cognitive review process of the post-passage adjunct question paradigm. The questions presented to 104 college students quizzed either information high in the organizational structure of the expository prose passage or information low in the structure. The top-down-search explanation predicted that the two question types would not differentially affect incidental recall because both types of questions would induce a top-to-bottom search for the information in the hierarchical passage representation, resulting in increased memory for information activated in the search. The direct-access explanation, however, predicted that the high-question condition would result in more indirect recall than would the low-question condition. This prediction was based on the assumptions that questions directly access the quizzed information in memory and that fewer associative links would have to be traversed in the spread of activation from high-level units to other related information in the hierarchy. The results supported the top-down search hypothesis. Incidental recall was facilitated equally in the high-question and low-question conditions relative to the no-question control condition. (Author/RL)

ED 216 336 CS 006 678

Seidenberg, Mark S. And Others

Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Apr 82
Contract-400-76-0116
Grant-A7924; NSF-IST-80-12439
Note-94p.; Research also supported by a grant from the National Science and Engineering Research Council of Canada.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Ambiguity, College Students, *Context Clues, Higher Education, *Language Processing, *Reading Research, *Reading Skills, *Word Recognition

Five experiments were conducted on the ways that college students processed ambiguous words in sentences. Two classes of ambiguous words (noun-noun and noun-verb) and two types of context (priming and nonpriming) were investigated using a variable stimulus onset asynchrony (SOA) priming paradigm. Noun-noun ambiguities consisted of two semantically unrelated readings that were nouns (e.g., pen, organ); noun-verb ambiguities had both noun and verb readings that were unrelated (e.g., tire, watch). Priming contexts contained words that were highly related semantically or associatively to one meaning of the ambiguous word; nonpriming contexts favored one meaning of the word through other types of information. In nonpriming contexts, the subjects consistently accessed multiple meanings of words, and selected one reading within 200 msec. Lexical priming differentially affected the processing of subsequent noun-noun and noun-verb ambiguities, yielding selective access of meaning only in the former case. The results suggested that meaning access is an automatic process that is unaffected by knowledge-based (top-down) processing. Whether selective or multiple access of meaning is observed depends largely on the structure of the ambiguous word, not the nature of the context. (Author/RL)

ED 216 337 CS 006 683

Parrish, Berta And Others
Television in the Classroom: Critical Viewing/Thinking Skill Development.
Pub Date-Apr 82
Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Reading, *Critical Thinking, Secondary Education, Stereotypes, Teacher Attitudes, *Teaching Methods, Television Commercials, *Television Curriculum, *Television Viewing

Before teachers can effectively use television technology in the classroom, many of their fears and uncertainties regarding the medium must be eliminated. For example, there are no studies indicating that television is nurturing a generation of dependent, passive watchers. Nevertheless, because children do spend one-sixth of their time between birth and age 18 watching television, direct instruction in critical viewing and thinking skills must be provided in the schools. One critical viewing skill is the identification of stereotypes. Students can analyze sex-role stereotypes by making a list of products advertised by women and those advertised by men, and by discussing the setting of the commercials. Age-role stereotypes can be discussed after watching a program that has an older character. A basic format helpful in using television to teach critical reading and thinking skills consists of four steps: (1) presenting students with a well-chosen segment from a television program to give them experience with a provocative event, portrayal, or analysis; (2) leading a discussion that elicits critical thinking from the students; (3) introducing reading selections that students will read silently; and (4) focusing a discussion on the content of the reading selection as well as on the application of the previously discussed critical reading and thinking skills. (Appendixes include a bibliography on television and reading, and sources of information for commercially prepared television curriculum materials.) (HOD)

ED 216 338 CS 006 689

Moss, R. Kay Stansell, John C.

Comprehension in Context: Social and Situational Influences on Story Retellings.

Pub Date-Apr 82

Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Higher Education, Language Attitudes, *Language Usage, *Reading Instruction, Social Environment, *Social Influences, *Story Telling, Student Motivation

The complexity of language use can be illustrated by the storytelling of three different language users. The first is a college freshman, retelling a story in three different situations. In a test-like situation, her language is short and choppy, whereas in more natural settings involving family and friends, her language is more spontaneous. In the test situation, she fully develops a few centers of interest, while in the less formal settings she tells what interests her most. In the case of the second subject, a black adolescent beginning reader, his first story told to a tutor in a friendly atmosphere is spontaneous and rich in centers of interest. His second story, told in a different social setting for the purpose of providing reading material, is short, choppy, and dull, and reflects his experiences with reading instruction. The third subject, a six-year-old, says that people write at school to learn their letters and words, and they write at home because they like to do so. If teachers want to discover their students' potential, they must let them write, read, and tell stories limited only by their own linguistic resources, rather than by the teacher's restrictions imposed upon them. (HTH)

ED 216 339 CS 006 690

Kimball, George H.
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
Pub Date-May 82
Note-59p.
Journal Cit-Journal of Research and Evaluation of the Oklahoma City Public Schools; v12 n1 May 1982
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Techniques, *Computer Managed Instruction, *Criterion Referenced Tests, Elementary Education, Evaluation Methods, Management Systems, *Reading Achievement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests, Systems Approach, Validity
Identifiers-Prescriptive Reading Inventory, *Skills Management System

A study was conducted to determine (1) the extent to which the degree of use of PRI/RS (the Prescriptive Reading Inventory Reading Systems, a criterion referenced management system developed by CTB/McGraw Hill) affected comparable groups of students on standardized achievement measures; (2) whether the degree of use differentially influenced students' achievement based on their initial ability levels; and (3) the extent to which differential use of PRI/RS and TRACER, a computer management system, affected reading acquisition measures, such as number of objectives mastered and retention of skills mastered. Subjects were all students in grades two and five in a large city school district. Analysis of data showed that the use of PRI/RS had a systematic and reliable effect on student reading achievement. The students whose teachers used PRI/RS and TRACER consistently and to a high degree performed significantly better on standardized achievement tests. It also appeared that the effect was distributed across ability levels. At all ability levels, the high-use individuals demonstrated superior reading achievement test scores. (FL)

ED 216 340 CS 006 691

Cavett, Dorcas C.

Use Ratio for Computing Informal Reading Tests!

Pub Date-Mar 82

Note-6p.; Paper presented at the Annual Meeting of the Nebraska State Council of the International Reading Association (11th, Lincoln, NE, March 26-27, 1982).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cloze Procedure, *Computation, Elementary Education, Informal Assessment, *Informal Reading Inventories, Mathematical Concepts, *Ratios (Mathematics), Reading Ability, *Reading Diagnosis, *Scoring

Noting that ratios can be used to great advantage in scoring informal reading tests, such as the cloze procedure and the informal reading inventory, this paper explains the procedures for calculating cross-ratios and percentages when computing scores for informal reading assessments. Examples are provided for using ratios to determine scores for Powell's Scale for Word Recognition and Comprehension, Bett's Scale for Word Recognition and Comprehension, and cloze testing. (RL)

ED 216 341 CS 006 692

French, Michael P.

The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications.

Pub Date-Mar 82
Note-19p.; Paper presented at the Annual Meeting of the Wisconsin State Reading Association Spring Conference (Oconomowoc, WI, March 18-20, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counselor Role, *Counselor Teacher Cooperation, *Reading Consultants, Reading Instruction, *Reading Programs, *Reading Teachers, *School Counselors, Secondary Education

Intended as a basis for the development of cooperation between school counselors and reading personnel, this paper discusses counselor involvement in secondary school reading programs. The various sections of the paper contain the following: (1) an overview of the role of the school counselor at the secondary school level, (2) an overview of reading instruction at that level, (3) a review of literature pertaining to school counseling and reading, and (4) an analysis of selected issues, including the counselor's role in helping to implement mainstreaming, as a referral agent and as a diagnostician. (FL)

ED 216 342 CS 006 695

Heller, Mary F.

The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.

Pub Date-Dec 80

Note-27p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Freshmen, *Correlation, Expository Writing, Higher Education, *Reading Ability, *Reading Comprehension, *Reading Research, Syntax, Writing Research, *Writing Skills, Written Language

Identifiers-Freshman Composition, *Reading Writing Relationship, *Syntactic Maturity

A study investigated the reading comprehension of 34 college freshmen in relation to the presence of 20 syntactic elements of written language in their expository writing. Language samples included one silent reading comprehension test that identified high'' and low'' readers and two expository in-class themes, one developed through classification, the other through comparison/contrast. The themes were subjected to syntactic analysis of 20 elements of written language chosen for their known contributions to syntactic maturity and their possible relationship to reading comprehension. Results of the application of a biserial correlation formula indicated that at least 10 elements of written language were significantly related to the students' reading comprehension scores. Good readers' writing was characterized by longer T-units expanded through such nonclausal structures as prepositional phrases, intra-T-unit coordinators, and passive verb phrases. Poor readers' writing was characterized by shorter T-units expanded primarily through the addition of subordinate clause structures. The low reading group also used more coordinated main clauses and run-on sentences than did the high reading group. These results support the notion that growth in one area of language is likely reflected to some extent in other areas as well. (Author/RL)

ED 216 343 CS 006 697

Stallings, Jane A. Mohlman, Georgea G.
Effective Use of Time in Secondary Reading Classrooms.
Pub Date-Apr 82
Note-21p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques, Reading Achievement, *Reading Improvement, *Reading Instruction, *Reading Research, Remedial Reading, Secondary Education, *Teacher Behavior, *Teacher Effectiveness, Teacher Improvement, Time Factors (Learning)

A study was conducted to identify effective instructional strategies being used to teach reading at the secondary school level. In the first phase of the study, researchers observed 43 secondary school remedial reading classrooms to determine the relationships between teaching processes and students' gain in reading. In the second phase, the researchers provided workshops for the teachers observed, using the effective strategies found in the first phase. In the third phase, the researchers monitored the teachers instructed in the second phase as they conducted further workshops. Data for the first phase were collected from pretest and posttest scores, observation of teacher behaviors, a teacher questionnaire, a classroom environment scale, and previous reading achievement test data. The data showed that teachers who spent more time organizing during class periods and were not directly involved with students had students with a lower reading gain. A negative relationship was also found between reading gain and teachers offering students a number of choices about materials and activities. Outside intrusions were also negatively related to reading gain. The results subsequently indicated that students made greater reading gains in classrooms where the teacher provided more interactive or oral instruction and where students frequently read aloud. Analysis of similar data taken from the second and third phases of the project indicated that the workshops helped teachers change their behaviors as recommended. (HTH)

ED 216 344 CS 206 793

Haney, Kathy

Learning Cycles for Basic Writers.

Pub Date-Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Techniques, *Discovery Learning, Expository Writing, Higher Education, *Learning Activities, *Learning Theories, *Organization, Prior Learning, *Remedial Instruction, Teaching Methods, *Writing Instruction

Identifiers-Invention (Rhetorical), Piagetian Theory

Basic writing teachers can make use of the Learning Cycle teaching technique to design exploration and invention activities with which their students can practice analytical writing. The Learning Cycle approach is based on Piagetian theory and involves a three-phase process of exploration, invention, and discovery. In the exploration phase students receive opportunities for recalling and sharing concrete experiences that are coordinated with learning materials. In the invention phase a new concept is introduced as a way of ordering the experiences, thereby serving to restructure both the experiences and the concepts. Finally, in the discovery phase of the cycle, further activities based on the new concept are planned so that students reinforce and enlarge upon what they learned during the invention phase. (Examples are offered to illustrate how Learning Cycles have been applied to basic writing instruction.) (RL)

ED 216 345 CS 206 806

Krug, Clara

An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.

Pub Date-Jul 81

Note-13p.; Paper presented at the Meeting of the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Computer Assisted Testing, English, *Error Analysis (Language), Error Patterns, *French, Higher Education, *Second Language Instruction, Writing Evaluation, *Writing Instruction, Writing Skills

Identifiers-*Writing across the Curriculum

Based on the premise that teaching basic writing involves first understanding what tends to go wrong when students write, a computer assisted system of error prediction and analysis was designed to improve college students' writing skills in both English and French. Students were to complete a sequenced series of writing assignments first in English, then in French. To determine the relationship between English and French errors, error data would be collected, classified, recorded on code sheets, and interpreted through a specially designed computer program. Findings from the error analysis would then be used to review syntactic and grammatical problem areas with a second class prior to making their writing assignments, with the hope that such errors would decrease for this group of students. If effective, a similar error analysis design could be used in two other areas of study: English as a second language and business. (AEA)

ED 216 346 CS 206 807

Dick, John A. R.

Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.

Pub Date-Jul 81

Note-21p.; Paper presented at the Meeting of the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *Faculty Development, Higher Education, *Inservice Teacher Education, *Program Development, *Teacher Workshops, *Writing Instruction, Writing Processes

Identifiers-*Writing across the Curriculum

A college faculty workshop on developing a cross-disciplinary writing program is detailed in this paper. The goals of the workshop are defined as first helping content area teachers to learn to revise their syllabi, restructure their writing assignments, and teach content and disciplinary perspectives through writing, and then giving English teachers new perspectives on composition research and an opportunity to talk with their colleagues in other departments. A plan is discussed for developing the workshop that includes three major activities: (1) staging simulation for participants that will help them develop a sense of students' problems as beginners and guide them in addressing those problems, (2) holding collaborative work sessions in which participants design writing guidelines for student use, and (3) presenting a summarizing lecture on sequencing the writing process in a syllabus. (AEA)

ED 216 347 CS 206 822

Plevin, Arlene

The Basic Comp Class as Rhetorical Situation.

Pub Date-Mar 82

Note-22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Authors, Class Activities, *College Freshmen, *Creative Writing, Higher Education, Interviews, *Motivation Techniques, Peer Evaluation, Prewriting, Student Motivation, Student Teacher Relationship, Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers-*Freshman Composition, *Journal Writing

The methods used by a college freshman composition teacher to make writing an authentic and natural activity for students are outlined in this paper. Among the techniques described are the use of (1) warm-up activities to encourage sharing written efforts, with teacher-as-participant; (2) peer editing groups; (3) reflection questions; (4) student journals; (5) visual stimuli; (6) interviews with local professional writers; and (7) letters in defense of a class activity. Examples of student writing are appended. (AEA)

ED 216 348 CS 206 837

Edelsberg, Charles

Reconceptualizing Back-to-Basics.

Pub Date-Mar 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, *Cognitive Processes, Cultural Differences, Curriculum, Educational History, *Educational Philosophy, Educational Trends, Elementary Secondary Education, *English Instruction, Political Influences, *Program Content, Remedi[illegible]nstruction, Social Influences

Identifiers-*Back to Basics

Noting that it is difficult to pinpoint exactly what back to basics advocates really mean by ``basics,'' this paper suggests three interpretations: one dealing with skills, one with subject matter, and one with values. The first section of the paper places each of these interpretations in historical perspective, demonstrates how each devalues cultural diversity, and illustrates the idea that curriculum in the three versions of the basics is primarily a [illegible]tter of product selection, materials adoption, or the like. The second section of the paper uses the subject of remedial English to demonstrate how the skills approach to the basics especially promotes cultural ethnocentrism and the political status quo. The last section discusses one basic skills improvement program that is trying to implement a version of the basics reconceptualized as mental operations used by individuals to solve problems. (FL)

ED 216 349 CS 206 853

Gorrell, Robert M.

How To Make Mulligan Stew: Process and Product Again.

Pub Date-Mar 82

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Theories, Higher Education, Teaching Methods, *Writing Instruction, *Writing Processes, *Writing Skills

The complexity of the writing process makes it more useful to isolate a variety of processes or parts of processes that can be taught and learned. A narrow view of writing as product leads to a misinterpretation of the process as a definite sequence prewriting, writing, rewriting when in fact it is much more recursive. Proper analysis of product directs our attention to the goals of process and to specific parts of process that can be investigated. One view of process is as a combination of analysis and synthesis or an alternation between them; another is as the combination of generalizing and specifying; while a third approach sees the writing process as creating and revealing relationships, both linear and hierarchical. Linear relationships appear in the limited and identifiable linear patterns of prose. Hierarchical relationships, traditionally labeled as being part of organization, are usually discussed in terms of outlines and formulas for paragraphs. This type of analysis of relationships does not provide much practical help for the writer, but the creation of these relationships is the writing process. (JL)

ED 216 350 CS 206 854

Schlawin, Sheila A.
The New York State Testing Program in Writing: Its Influence on Instruction.
Pub Date-Dec 81
Note-7p.; Paper presented at the International Conference on Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Assessment, *Educational Improvement, Elementary Secondary Education, *Program Effectiveness, *State Programs, *Testing Programs, *Writing Evaluation, *Writing Instruction
Identifiers-*New York

The New York State Regents Competency Tests in Writing and Comprehensive Examination in English reflect the belief that the current emphasis on test results mandates that testmakers produce tests that actually test what they purport to test, reflect what educators agree should be taught, and have a beneficial influence on teaching. Prior to the creation of this testing program, teachers in New York State had both reasons and excuses for not teaching writing, the most prominent ones being that teachers did not actually know how to teach composition and few had done much writing themselves. The testing program has led many teachers to learn more about the writing process, increase the amount of writing instruction, and realize that composition instruction should begin in kindergarten and continue throughout a student's school life. It has also affected the attitudes of many administrators, who now encourage more writing in their schools, give teachers more time for writing instruction, and arrange more inservice programs devoted to writing in all curriculum areas. The program has also produced several bad effects, such as the tendencies for some schools to narrow their writing programs to meet the testing requirements and to fragment the teaching of English by sending poor writers to writing specialists.'' Overall, however, the testing program appears to have enhanced curriculum and instruction in writing in New York State. (FL)

ED 216 351 CS 206 855

Mascolini, Marcia V. Freeman, Caryl P.

Focusing on Information: Using the Case Method in Introductory Business Writing.

Pub Date-Apr 82
Note-13p.; Paper presented at the Midwest Regional Meeting of the American Business Communication Association (Indianapolis, IN, April 23-24, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Communication, *Case Studies, Classroom Techniques, Higher Education, Prewriting, *Teaching Methods, *Technical Writing, *Writing Exercises, *Writing Instruction
Identifiers-Writing Apprehension

The case method seems particularly useful in helping college students to overcome anxiety about writing and even in persuading them that writing is a ``real-world'' skill that they can master just as they would any other skill. It has the further advantages of integrating reading and writing and of allowing students to develop and use problem-solving skills. Teachers also benefit from using the case method because having everyone write on the same topic allows them to plan prewriting exercises useful to all class members. Two kinds of cases can be used: the closed case, in which all the information is supplied; and the open case, in which students gather information themselves, either through group discussion and direct observation, or from newspapers and other library sources. With either kind of case, students have to react to a business problem or situation in writing. (The example of an open case method is used in the paper to illustrate the seven steps that constitute student prewriting activities when preparing a report.) (RL)

Mendelsohn, Harold O'Keefe, Garrett J.
Media Campaigns and Crime Prevention: An Executive Summary.
Denver Univ., CO. Center for Mass Communications Research and Policy.
Spons Agency-Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date-Feb 82
Grant-78-NI-AX-0105
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advertising, *Crime Prevention, *Mass Media, *Mass Media Effects, *Media Research, Public Opinion, Surveys
Identifiers-*Media Effects, *Public Service Advertising

This summary report highlights the results of a study that examined the effects of the first phase of a nationwide, multimedia, crime prevention campaign featuring a trench-coated, animated dog named McGruff. Following an introduction explaining the purpose of the two surveys that comprised the study, the eight remaining sections of the report address the following: (1) structural/situational issues, (2) public reactions to the early McGruff campaign, (3) audience self-selection and information seeking, (4) controlling purposive public communications on behalf of crime prevention, (5) guidelines for formulating risk/benefits messages, (6) controlling action demands, (7) considering the communications consumer, and (8) the McGruff campaign. (AEA)

ED 216 353 CS 206 862

Zaharias, Jane Ann

An Exploratory Investigation into the Nature of Literary Response.

Pub Date- 81

Note-32p.; Research prepared at The Ohio State University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Style, College Students, *Educational Research, *English Instruction, Higher Education, *Literature Appreciation, Reading Achievement, Responses, Sex Differences, *Student Reaction

Identifiers-*Literary Response

A study was conducted (1) to examine the effects of the same reading materials on different individuals and the effects of different reading materials on the same person and (2) to explore whether an individual's preferred pattern of response to a literary selection was related to differences in sex, reading ability, and learning style. Subjects were 166 college students in nine sections of introductory literary courses, who read three poems and three short stories, selected for their diversity in structure, form, and content and then completed a variety of measures designed to determine the status of each with respect to the variables of reading ability, learning style preference, preferred pattern of literary response, and sex. Differences in response were found to be a function of textual variation. No complex relationships were observed among response, sex, reading ability, and learning style preference. The findings also contradicted previous research showing that high school students have a consistent way of responding to the literature they encountered. (FL)

ED 216 354 CS 206 863

Selfe, Cynthia L.

The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.

Pub Date- 81

Note-30p.; Research prepared at the University of Texas.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety, Case Studies, *Cognitive Processes, College Freshmen, Higher Education, *Prewriting, *Student Attitudes, Writing Instruction, *Writing Processes, *Writing Research

Identifiers-*Writing Apprehension

A study was undertaken to observe the prewriting processes of four high and four low writing apprehensive college students and to explore any composing patterns that seemed characteristic of the two groups. During the study, each of the eight participants attended at least four 90-minute sessions that were designed to document the complex processes of composing from a number of different perspectives. In all, four methods of indirect observation were used to gather data: timed codings of composing aloud activities, videotaped interviews concerning the mental processes students employed in composing, thinking aloud protocols, and videotaped recording of the students' physical behaviors during composing. The main conclusion of the study was that the high and low apprehensive students approached composing tasks with different attitudes, perceptions, and expectations. The four high apprehensive students approached writing with anxiety, and tended to rush through the task without planning. The low apprehensives were confident about their writing ability, but did not always enjoy composing. They tended to use several prewriting strategies and to plan their work. They also expected to write well. (The coding schema used in the study is appended.) (FL)

ED 216 355 CS 206 866

Scholl, Kathleen

Four Young Children Construct Reality: Television Watching in the Home.

Pub Date-81

Note-32p.; Research prepared at Indiana University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, *Child Development, *Cognitive Processes, *Concept Formation, *Interaction, Perceptual Development, Preschool Children, *Television Research, *Television Viewing

Identifiers-*Reality

According to J. Piaget, the child continually constructs or refines previous constructions in defining reality. Taking Piaget's lead, a study attempted to describe how children construct reality, with particular emphasis on the role of television in that construction. Four young children were observed and audio taped in viewing situations in their homes. Data were analyzed for recurring patterns that would suggest ways in which the young children were structuring the reality of their world as that world involved television. It appeared that there were three things that influenced young children when they attempted to deal with questions about reality: (1) experiential background, (2) state of development (Piaget), and (3) the rule making that children engage in when cued to move to more abstract thinking in which they may feel somewhat less comfortable or which they may view as unnecessary. The findings suggest that the young child is an active communicator, manipulating the television situation and even the television messages (through performance) in order to apply meaning to what is being observed. In applying meaning, the child uses and eventually overgeneralizes rules, consistent with experiential background and stage of development, to make sense of television in his or her culture. Repetition in commercials and cartoons, often boring and annoying to adults, appears to be of assistance in helping the child apply meaning to television material. (HOD)

ED 216 356 CS 206 867

Elias, Kristina M.

Peer Interaction: A Method of Creating Voice in Writing.

Pub Date-82

Note-33p.; Research prepared at University of Connecticut.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Grade 11, High Schools, Literary Devices, Peer Evaluation, *Peer Groups, *Peer Influence, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Research

Identifiers-*Voice (Rhetoric)

A study was conducted to determine whether the use of voice as defined by writing theorists is essential to producing good student writing and whether peer interaction would help students gain a greater sense of voice in their writing. Forty-two high school juniors were divided into two clusters: a peer interaction group and a teacher-centered group. Two writing assignments were given during the 6-week period, and six types of assessment determined the quality of writing: (1) holistic scoring for quality, (2) holistic scoring for voice, (3) rating voice for essays parsed by T-unit, (4) counting the number of writing convention errors, (5) counting the number of spelling errors, and (6) assigning a handwriting legibility score on a 4-1 scale. The results showed that the quality of writing differed significantly between the two groups. The correlation procedure indicated a significant relationship between writing graded for quality and writing graded for voice when papers from both clusters were grouped together. There was also a significant relationship between quality writing and voiced writing when peer group papers were evaluated by group members, but there was no relationship between quality writing and voiced writing when writing from the teacher-centered cluster was evaluated by members of the group. The peer interaction group made fewer errors on their final papers and demonstrated better handwriting. The results suggest that teachers should study the elements of voice in writing and develop peer interaction lessons to teach it. (HTH)

ED 216 357 CS 206 870

Bauer, Barbara Ann

A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.

Pub Date-81

Note-22p.; Research prepared at the University of Illinois.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Cost Effectiveness, Expository Writing, *Holistic Evaluation, Secondary Education, *Test Reliability, *Writing Evaluation, Writing Instruction, *Writing Research

Identifiers-*Analytic Scoring, Interrater Reliability, *Primary Trait Scoring

To compare the relative reliable uses and cost effectiveness of the analytic, the holistic, and the primary trait scoring methods, an inquiry was conducted in which a group of raters scored a large number of secondary school students' essays according to each of the scoring methods. Raters were nine graduate students in English who were trained in the use of each of the three scoring methods. The raters were then assigned to one of three groups, each using one scoring method exclusively. Essays scored were drawn from those generated as part of the 1973-74 writing assessment of the National Assessment of Educational Progress. Data produced in the study were analyzed for the interrater and intrarater reliabilities; the comparative rater reliabilities; the effects and the interactions that the methods, the raters, and the essays had on essay scores, as well as on one another; and the cost effectiveness in terms of training and grading times for each of the three scoring methods. Results showed that the analytic scoring method was the most reliable and the holistic scoring method the most cost effective in assessing large numbers of student essays. (FL)

ED 216 358 CS 206 872

Coleman-Mitzner, Janet

Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.

Pub Date-80
Note-32p.; Research prepared at Michigan State University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Development, Cognitive Processes, Grade 4, Intermediate Grades, Language Acquisition, Language Arts, Language Experience Approach, *Language Research, *Language Skills, *Oral Language, *Reading Improvement, Reading Research, Reading Skills, *Remedial Reading
Identifiers-Prose Learning, *Story Structure, *Story Telling by Children

A study was conducted to determine the feasibility of using oral story making experiences to improve the oral language proficiencies and sense of story'' of fourth grade remedial reading students through select literary experiences. These experiences included exposing the students to literature in read-aloud exercises, and using wordless picture books for creating oral composition experiences. Subjects were six students from one remedial class and one homeroom class who were assigned to a treatment group, and six students from two other remedial reading and home room classes who formed the control group. Each group met twice a week for read-aloud experiences that allowed them to hear and view literature rich in literary quality. The treatment group subjects met three times a week for individual story making experiences during which they created oral stories to accompany the illustrations in wordless picture books. Differences in pretest and posttest oral language proficiencies of the two groups were measured through a variety of instruments. The findings demonstrated that using both selected literature in read-aloud exercises and oral compositions created in oral story making could serve as an innovative means of developing oral language proficiencies and a sense of story in remedial reading students. (FL)

ED 216 359 CS 206 873

Swiggett, Betty M.

A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.

Pub Date-79
Note-34p.; Research prepared at New York University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Comparative Analysis, *Creative Writing, Developmental Stages, *Expository Writing, Grade 8, Grade 12, Racial Differences, Secondary Education, *Socioeconomic Status, *Syntax, Writing Evaluation, Writing Processes, *Writing Research, Writing Skills
Identifiers-Discourse Modes, *Syntactic Complexity

A study was conducted to (1) examine the relation of syntactic complexity to mode of discourse in the writing of eighth and twelfth grade students; (2) determine to what extent variations observed were related to grade level, socioeconomic status, and race; and (3) determine to what extent the syntactic complexity achieved on a rewriting task related to that observed in the written compositions. The subjects, 100 eighth grade and 100 twelfth grade students, were given two writing assignments one in the transactional and one in the poetic mode and one rewriting task, the Syntactic Maturity Test (SMT). The resulting compositions were segmented by T-units, words per clause, clauses per T-unit, participles per 100 T-units, and noun, adjective, and adverb clauses per 100 T-units. Results showed that although transactional writing was overall more syntactically complex than poetic writing, it was poetic writing that primarily reflected syntactic growth between grades eight and twelve. This growth was characterized by an increase in clause length, T-unit length, use of adjective clauses and participles, and by a decrease in the subordination ratio and use of noun and adverb clauses. There was some evidence that differences between socioeconomic groups increased with age, with students from lower socioeconomic levels performing poorer than their peers. The general trends that were observed were reflected in the rewritings of the SMT. (Materials used in the study are appended.) (FL)

ED 216 360 CS 206 879

Comprone, Joseph J.

It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'

Pub Date-Mar 82

Note-21p.; Paper presented at the Meeting of the Kentucky Council of Teachers of English Spring Conference (Louisville, KY, March 26-27, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PCC1 Plus Postage.

Descriptors-*Classroom Techniques, *Critical Reading, Higher Education, *Literary Criticism, *Literature Appreciation, *Poetry, *Questioning Techniques, Rhetorical Criticism, Secondary Education, Teaching Methods, Writing (Composition), Writing Instruction

Identifiers-*Frost (Robert), Mending Wall, Reader Response

The teaching-questioning strategy developed in this paper, based on reader-response criticism and Kenneth Burke's pentad, can be used by teachers to elicit responses to any literary work and is designed to help students participate in a work's dramatic context, discover meaning as they read, and assure that their critical essays are based on an appreciation of the internal structures of a literary work. An explanation of Burke's pentad shows that every act of communication contains an agent who acts through language, an agency enabling the agent to act, a scene in which the verbal action takes place, an action that can be abstracted from the overall situation and represented as an event, and a purpose guiding the developing verbal action from beginning to end. Following this explanation, other sections of the paper illustrate the application of the strategy to Robert Frost's Mending Wall.'' One section notes that teachers must analyze the work to find which of the five elements are most important and to pinpoint where each dominates the act of reading. Another section offers a set of directions, response-questions, and writing exercises that will help teachers bring students to an understanding of reading as an active process in which meaning evolves from give and take among perspectives. Concluding sections of the paper provide examples of ways teachers can build subjective and objective responses to Mending Wall.'' (RL)

ED 216 361 CS 206 880

Rosner, Mary
Style and Audience in Technical Writing: Advice from the Early Texts.
Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Content Analysis, *Educational Objectives, Higher Education, *Literary Styles, *Technical Writing, *Textbook Content, *Textbooks, Writing Instruction, Writing Research
Identifiers-*Audience Awareness

A content analysis was conducted of 17 technical writing textbooks published between 1911 and 1938 and of 3 texts published recently to determine if the early texts differ from the more recent ones in the way they define the purposes of technical writing and in their treatment of style and audience. Results showed that both sets of texts define technical writing almost exclusively as writing done by male engineers. The purposes cited for such writing, however, are not so concentrated. In both early and recent texts, technical writing is proposed as a way to advance engineers, to allow them to share their knowledge, to give them writing confidence and practice, and to enable them to write better. However, the early texts present additional purposes that have since disappeared, including that of providing a means of personal and cultural growth. While both sets of texts offer similar abstractions to generalize about technical writing style, the early texts advocate additional qualities, characterized by words such as interesting,'' forceful,'' and beauty,'' that are no longer considered essential. Both sets of books agree in theory to the relationship of audience and style, but neither set identifies specific audiences or considers the possibilities of many different audiences for technical writing. (FL)

ED 216 362 CS 206 881

Garrison, Bruce

Dissemination of Election Returns Information: The News Election Service during Election 1980.

Pub Date-May 82

Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cooperation, Cooperative Programs, Data Collection, *Elections, *Information Dissemination, *Information Networks, *Media Research, *News Media, *News Reporting

In 1964, the Associated Press, ABC News, CBS News, NBC News, and United Press International formed a consortium called the News Election Service (NES) that was designed to collect one set of election returns for the entire United States. A study was made of NES operations during the presidential election year of 1980 to determine (1) the nature of the structural organization of NES and how that organization enhanced or inhibited information dissemination, (2) how election returns were disseminated on election night, (3) how accurate those returns were, and (4) the potential impact of NES on the electoral process. Data were gathered through participant observation of NES activities and through interviews with NES executives and managers in three different locations. The resulting data revealed that NES is a complex organization that seems to be essential to election returns dissemination. While the television networks and wire services that comprise NES all use its service, they each rely on other means of making early projections of winners in specific races. Although NES strives for complete accuracy, its figures are not always the same as those released by official agencies largely due to the large number of possible error sources. The NES system raises questions pertaining to influences on reporting that the elimination of competition in data collection has caused. (FL)

ED 216 363 CS 206 882

Collins, James L.

Written Texts and Situational Contexts.

Pub Date-Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen, Discourse Analysis, Higher Education, High School Students, *Language Usage, Postsecondary Education, Secondary Education, *Socioeconomic Status, *Student Characteristics, Writing Exercises, *Writing Research, *Writing Skills

Identifiers-*Audience Awareness, *Referents (Linguistics)

Writing research has indicated that exophoric reference features of linguistic texts that refer to the situations that surround language are more characteristic of weak writing and possibly associated with socioeconomic status. To follow up on such research, writing samples from 114 ninth and eleventh grade students and college freshmen were collected along with a teacher's interpretations of the students' socioeconomic status based on students' school records. The students were asked to look at four drawings and then write a description of the actions they contain to someone who cannot see the illustrations. With each grade level the number of total words produced in response to the assigned task increased significantly. The calculated rates of exophoric references, however, were not significant for either grade or socioeconomic status, although the rate of exophoric reference appeared to stay the same or decline slightly across grade levels. Contrary to previous research, the students in this study were able to produce explicit, context-independent writing, regardless of student socioeconomic status. (The drawings used in the study and three student responses are appended.) (RL)

ED 216 364 CS 206 886

Humes, Ann

Assessing English Literacy Skills: Writing.

Pub Date-Apr 80
Note-27p.; Paper presented at the NABE Pre-Conference Workshop (Los Alamitos, CA, April 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Students, Elementary Education, Evaluation Criteria, Skill Analysis, *Student Educational Objectives, *Test Construction, Test Items, *Writing Evaluation, *Writing Skills

The work involved in preparing writing skill specifications that could be used to determine bilingual students' entry into and exit from bilingual programs is described in this paper. The first section of the paper details the steps involved in identifying the critical writing skills required in grades one through six, while the second section discusses techniques for assessing those skills. The final section reviews some of the problems that were encountered in completing the specifications. A copy of a computer printout of data collected from textbooks, a chart depicting the variation that occurs between authorities' desigrations and textbook presentation of certain skills, and a portion of the complete framework are appended. (FL)

ED 216 365 CS 206 887

Flynn, Elizabeth A.

Freedom, Restraint, and Peer Group Interaction.

Pub Date-Mar 82
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Coherence, Cohesion (Written Composition), College Freshmen, *Critical Reading, *Feedback, Group Dynamics, Higher Education, *Peer Evaluation, Student Reaction, *Writing Evaluation, *Writing Research

To determine how college students evaluated their classmates' writing and whether their critiquing was effective, a study examined the critique sheets of 10 students, each of whom responded to two argumentative essays written by their classmates. Results suggested that student readers did not always impose the constraints necessary for providing their classmates adequate feedback and that students were too accepting of unfocused or insubstantial essays. The students' ability to compensate for the deficiencies of a student often seemed to interfere with their ability to provide constructive criticism. Possibly their inability or unwillingness to identify communication gaps (incoherence) stemmed from their development of a repertoire of reading strategies that were effective for reading relatively coherent materials, such as required textbooks, but were inappropriate for reading student essays. In their critiques, the students read papers that mimicked the style of professional writers. As a result, they gave the writers of such papers very little useful feedback. This suggests that students must be trained to recognize incoherence and fogginess, and the training must be rigorous enough to counter conditioned expectations about the nature of written texts. Teachers can train students to read classmates' papers by providing them with examples of the assigned genre and by reviewing papers with the class, pointing out their limitations as well as their strengths. (HOD)

ED 216 366 CS 206 890

Dixon, John Stratta, Leslie

Achievements in Writing at 16Spons Agency-Schools Council, London (England).

Pub Date-82

Note-40p.; Not available in paper copy due to marginal legibility of original document. For related documents, see ED 208 389 and CS 206 891.

Available from-Mr. L. Stratta, Faculty of Education, University of Birmingham, Birmingham B15 2TT (12 1/2p postage stamp per copy.)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Creative Writing, Developmental Stages, Imagination, Narration, *Prewriting, *Revision (Written Composition), Secondary Education, Secondary School Students, *Student Development, Student Writing Models, Teaching Methods, *Writing Instruction, *Writing Processes

One of a number of reports of a study of the writing development of 14- to 16-year-old students, this booklet is divided into two parts. The first part uses five criteria to analyze what four secondary students learn from composing imaginary stories: (1) What resources are used in the setting or situation? (2) What kind of ordering is used? (3) What is the significance in the point of view? (4) What sort of readers does the writer assume? and (5) What actual or potential understanding of the uses of language could be pointed to as being significant? These criteria are then discussed as they apply to four stages of writing development, ranging from an oral model to a more mature literary model, and as they could be useful in clarifying the kinds of achievements teachers respond to as they read student compositions. The second part of the booklet, using two specific imaginary stories as examples, suggests that teachers can offer students prewriting assistance in assembling imaginative resources and making rhetorical choices, and postwriting or revising assistance in diagnosing causes of partial success or failure and suggesting effective strategies for improvement based on the student's stage of writing development. (AEA)

ED 216 367 CS 206 891

Dixon, John Stratta, Leslie
Achievements in Writing at 16Spons Agency-Schools Council, London (England).
Pub Date- 81
Note-16p.; Not available in paper copy due to marginal legibility of original document. For related documents, see ED 203 389 and CS 206 890.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Developmental Stages, *Expository Writing, *Persuasive Discourse, Secondary Education, Secondary School Students, *Student Development, Teaching Methods, *Writing Instruction

One of a number of reports of a study of the range of written tasks that can be completed successfully by 14- to 16-year-old students, this booklet suggests that argument is an important means of learning and an inevitable and proper concern of English teachers. The discussion rejects the characteristic forms of argument questions found on most traditional essay examinations and, therefore, taught in most composition classrooms. It proposes instead that English teachers teach students to handle ideas in general terms by leading them through four stages of argument development: (1) the ruminative or reflective essay in which the writer is given the opportunity to mull over a human issue or field of enquiry without the demand to formulate a final position on it; (2) the advocacy essay in which the writer wishes to recommend a decision or present a point of view; (3) the essay that argues through an issue or justifies a decision in which the writer takes account of opposing viewpoints and counters or concedes them in a rational manner; and (4) the essay that attempts an overview in which the writer tries to organize and represent the range of arguments available on all sides of an issue or decision. (AEA)

ED 216 368 CS 206 895

Agosta, Lucien L.

The Transition to a Process Approach to Writing Instruction.

Pub Date-Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, Course Content, *Course Organization, *Educational Change, *English Departments, Higher Education, Student Attitudes, Teacher Attitudes, Teacher Role, *Writing Instruction, *Writing Processes

Identifiers-*Freshman Composition, Kansas State University

When the composition program at Kansas State University (Manhattan) was radically reoriented from one that emphasized the writing product to one that stressed the writing process, a number of problems surfaced. Teachers, for example, had difficulty in adjusting from being purveyors of rules and forms to being facilitators whose job was to help students create a piece of writing. Many also found it difficult to shift from the traditional ways of evaluating and grading student themes to the more individualized methods required in a process-oriented classroom. Students, too, experienced problems with the transition. Most had come to the composition program with preconceived ideas formed by their high school experiences of what a writing course should be. Accustomed to being told to write a classification,'' or a persuasive'' paper, they felt discomfort when they were not given rules and forms for their writing. They also had a difficult time in overcoming their fear of error and in accepting the idea that making errors can be part of the process of learning to write. After a year, however, both teachers and students have come to accept the program change and to appreciate the value of the new approach to writing instruction. (FL)

ED 216 369 CS 206 897

Swift, Jonathan

Global Education: Fantasy, Reality, and the English Class.

Pub Date-Jun 80
Note-22p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Awareness, *Curriculum Development, *English Curriculum, English Instruction, *Global Approach, Integrated Activities, *Integrated Curriculum, *Interdisciplinary Approach, Language Arts, Multicultural Education, Program Descriptions, Secondary Education

Global education aims to increase student awareness of cultural, political, and economic interdependence in the world of the past, present, and future. For a number of reasons, many English teachers regard global education as part of the social studies curriculum. However, global education also should be part of the English curriculum because (1) the field of English is so broad that no attempt to organize or relate the subdisciplines can be without merit; (2) facility in language is fundamental to every discipline; (3) literature is a reflection of the universal problems, values, and activities of all humankind; (4) the skills of reading, writing, speaking, and listening can be taught in many contexts of usage; (5) the benefits of comparative approaches in literature, humanities, and languages are potentially even greater than hitherto represented; (6) divergent points of view can be fostered especially well in the English classroom; and (7) myths, symbols, metaphors, translations, and forms of expression are all culture oriented. A multidisciplinary approach to global education developed by the Livonia Public School District in Michigan offers students three sequences. The first sequence deals with the deep past from the creation of the cosmos to the middle ages in human history; the second sequence concerns the present the discovery and colonization of the United States in relation to the rest of a developing world; and the third sequence deals with the skills, attitudes, and facts needed to face a future filled with alternatives. (HOD)

ED 216 370 CS 206 898

Giovannini, Mary

Teaching Business Communications by the Traditional Writing and the Word Processing Methods A Comparison.

Pub Date-Apr 82

Note-14p.; Paper presented at the Midwest Regional Meeting of the American Business Communication Association (Indianapolis, IN, April 23-24, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business Communication, *Business Correspondence, Business Education, College Students, Comparative Analysis, Handwriting, Higher Education, *Student Attitudes, *Teaching Methods, *Word Processing

Seventy students in a college business communications course participated in a study to determine whether there were significant differences in students' attitudes toward the course when the traditional writing method or the word processing method was used. The study also sought to ascertain whether the traditional writing method developed a higher level of cognitive achievement in business communications than the word processing method. The sample was divided into two sections, with the traditional writing group completing the assignments by hand or typing, and the word processing group completing their assignments by dictating at a word processing center. Both groups were given the same letter writing test problems. Student attitudes toward the subject were surveyed in a pretest and a posttest, and cognitive achievement was measured by the combined mean scores of the letter writing test problems and by an objective posttest. No statistical differences between the groups were revealed by the attitude surveys or the objective posttest of cognitive achievement. However, analysis of the mean scores from the letter writing test problems indicated that the word processing group showed better skills in letter writing. (HTH)

ED 216 371 CS 206 900

Mote, Patricia M.

Nuts and Bolts and Butterflies.

Pub Date-Nov 81
Note-17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Cultural Activities, Drama, *English Curriculum, English Instruction, *Enrichment, Fiction, High Schools, High School Students, *Literature Appreciation, Nonfiction, Poetry, Remedial Instruction, *Teaching Methods, *Vocational Education

High school students in vocational education programs can be challenged in their English classes with more than a basic diet of programmed instruction, worksheets, and tests. In between the drill and the practice required to strengthen communication skills there should be activities designed to motivate and encourage students to think beyond their eight-hour days and to develop positive attitudes toward their prospective adult lives. A variety of techniques to develop the basic skills of listening, spelling, and vocabulary comprehension, map-reading ability, and job-finding methods can involve and stimulate student creativity. Poetry, fiction, nonfiction, and drama could also be included in the basic English class. Moreover, being in a basic English class should not preclude students from enjoying the experience of legitimate theatre. (AEA)

ED 216 372 CS 206 902

Burnham, Christopher C.

Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.

Pub Date-Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, *College Students, *Developmental Stages, Higher Education, Psychological Characteristics, *Student Attitudes, *Student Development, Teaching Methods, *Writing Instruction, *Writing Processes

Identifiers-*Perry (William)

While close analysis of individual composing processes has been the major accomplishment of recent writing research, this research has not yet sufficiently considered how students develop as learners. The work of William Perry, a developmental psychologist, can contribute to an understanding of that development. Based on an analysis of interviews of undergraduates during four years at Harvard University, Perry identified a developmental sequence of student attitudes toward their college experiences beginning with dualism, moving through multiplicity and relativism, and arriving at commitment within relativism. The Perry scheme gives college composition teachers a way to describe their students, to understand what intellectual or cognitive operations they control, and to determine what kind of writing assignments would best serve their social and intellectual development. It also suggests the use of two pedagogical techniques that foster growth rather than inhibit it, expressive writing and collaborative learning. (AEA)

ED 216 373 CS 206 903

Crabtree, Elizabeth C.

Survey of Technical Report Writing Needs in the Greensboro, NC Area.

Pub Date-Mar 82

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Curriculum, *Community Surveys, Educational Needs, *Job Skills, *Occupational Information, *Occupational Surveys, *Technical Writing, Writing Skills

Identifiers-*North Carolina (Greensboro)

To determine the technical writing needs of employers in the Greensboro (North Carolina) area, a questionnaire was sent to 262 members of the Chambers of Commerce in the region that employed 100 or more people. The response rate was 30%. Responses showed manufacturing to be the predominant industry in the area. Approximately two-thirds of the respondents indicated that letter and memorandum writing occurred at their companies, with the remaining one-third indicating their companies required the writing of bids and proposals, annual reports, informal notes, minutes of meetings, and manuals. Responses to other questions showed that most of the companies depended on their regular staff members to do their own writing; that most companies did not have enough writing to justify hiring somebody to do it or that their regular staff members would prefer to do their own writing. When asked what kinds of writing a technical writer would have to do at a given company, the most common response was reports that had been 'roughed out' by other people,'' followed closely by reports for which they would do some of the necessary research.'' Questions concerning the educational background of a technical writer indicated a wide range of qualifications. The opinion seemed to be that technical writing is a skill used to augment other skills, not a separate skill. (HOD)

ED 216 374 CS 206 904

Ajay, Helen

A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.-SWRL-TN-3-75-01

Pub Date-21 Jan 75

Note-36p.

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-English Instruction, *Literary Devices, *Literary Genres, *Literary Styles, Literature Appreciation, *Popular Culture, Reading Interests, *United States Literature

Identifiers-*Audience Response, *Reader Text Relationship

Using readings from the book Popular Writing in America: The Interaction of Style and Audience,'' this paper examines the parameters of literary style. The paper explores the themes and forms of a number of literary genres and describes the various devices used by authors within the confines of these genres to win and maintain audience interest. In addition to presenting a number of techniques used by authors to manipulate audiences, the paper uses quotations from the readings to illustrate the interplay of stylistic considerations and other compositional elements. (FL)

ED 216 375 CS 206 907

Brent, Douglas

Audience in Introductory Composition: Reducing the Pretending.

Pub Date-Mar 82
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Feedback, Higher Education, Interdisciplinary Approach, *Models, Student Motivation, *Teaching Methods, Team Teaching, *Writing Evaluation, Writing Exercises, *Writing Instruction
Identifiers-*Audience Awareness, *Writing across the Curriculum

The latest perceptions of writer-audience relationships have not been applied to what teachers actually do in the classroom. When the idea of audience is applied at all, it is often misapplied, resulting in classroom activities that fail to facilitate learning and many, in some cases, that force students to perform tasks so unreal that credibility is destroyed. If it is true that the basics of generating and organizing material can be learned from any kind of writing as long as enough is performed and enough of the right kind of feedback is given (the assumption that justifies the use of belletristic models and expressive writing assignments), then the important thing is to provide students with as much feedback as possible on any kind of writing. The ideal would be a writing course paired closely with a content course and team taught by a composition and a content area instructor. If this is unwieldy administratively, then instructors should provide writing assignments that are related to the types of writing the students will likely encounter in other disciplines. The specific differences between assignments in various disciplines are mostly a matter of external format and should be learned in the relevant content courses. Composition instructors should teach general writing strategies, including a sensitivity to audience. For this task, a collection of student writing samples from both humanistic and scientific disciplines, preferably with comments from the instructor who assigned them, should be sufficient to help students understand the rhetorical situation that is important to them acquiring and demonstrating mastery of a subject by writing about it. (HOD)

ED 216 376 CS 206 908

Humes, Ann

A Design for a Vocabulary Development Program.

Southwest Regional Laboratory for Educational Research and Development,
Los Alamitos, Calif.

Report No.-SWRL-TN-3-76-09

Pub Date-1 Dec 76

Note-49p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Elementary Secondary Education, *English Instruction, *Instructional Design, Program Design, *Vocabulary Development, *Word Study Skills

Following a discussion of the general requirements for a vocabulary development program, this paper presents an instructional design for vocabulary development. The five sections of the design that are discussed include (1) vocabulary from context; (2) word structure; (3) roots, affixes, and affixation processes; (4) alternative language; and (5) subject area vocabulary. Appendixes contain further details of the instructional content for these five sections. (RL)

ED 216 377 CS 206 909

Ajay, Helen

Literary Genres and Style.

Southwest Regional Laboratory for Educational Research and Development,
Los Alamitos, Calif.

Report No.-SWRL-TM-2-74-03

Pub Date-27 Apr 74

Note-245p.

Pub Type- Information Analyses (070) - Reference Materials -
Vocabularies/Classifications (134)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Classification, English Instruction, Glossaries, Higher
Education, Linguistics, Literary Criticism, *Literary Genres,
*Literary Styles, Relationship

The purpose of this paper is to describe some general relationships between the concepts of literary genre and writing style. The discussion concentrates on the following topics: (1) possible classification schemes for genres, including stylistic aspects associated with each scheme; (2) concepts from literary criticsm that are related to both genre and style; and (3) current work in linguistics and stylistics that is relevant to the relationship between genre and style and holds promise for eventually clarifying both concepts and the interrelationships between them. The bulk of the paper three appendixes offers a comprehensive alphabetical listing of literary generic terms, an extensive glossary of literary genres, and a taxonomy of generic forms (including both literary and nonliterary types). (RL)

ED 216 378 CS 206 910

Maynor, Natalie

Dialectal Interference and Attitudes in Composition.

Pub Date-Mar 82
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Dialects, English Instruction, Higher Education, *Language Variation, Oral Language, *Student Attitudes, *Writing (Composition), Writing Instruction, Written Language

One way to alleviate the hostile feelings of students whose dialects or idiolects interfere with their writing of Edited American English is to spend class time studying the differences between written and spoken English and examining the reasons such differences exist. The concept of a grapholect,'' a national written language used by speakers of various dialects, may be useful in explaining to students that certain features of their dialects need to be changed in writing. Many students try to write exactly as they speak, an indication that they have failed to move away from a context-dependent style in both speaking and writing, a style that leads to lack of clarity and inability to deal with the abstract. Classroom emphasis on defining the audience of a composition helps alleviate this difficulty. Another problem resulting from a confusion of written and spoken language appears when students realize there are differences between written and spoken language but do not understand what those differences are. For example, when handbooks use labels like informal'' to refer to forms acceptable in speech, students get the impression that speech is always informal and writing always formal. Instructors can help students recognize that levels of formality exist in both speech and writing by examining illustrative passages of spoken and written English in classes. An example would be to play tape recordings of casual conversation, then show samples of written work by the same people. (RL)

ED 216 379 CS 206 911

Tallman, John Gary

Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.

Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Theories, Higher Education, Models, *Research Design, Research Needs, *Research Problems, *Teaching Methods, *Writing Instruction, *Writing Research
Identifiers-*Kuhn (Thomas S), Process Product Research

The arguments for and against Thomas Kuhn's paradigmatic thesis are presented in this paper as a means of discussing the appropriateness of Kuhn's thesis to the emerging composition discipline. Section one of the paper introduces the topic, noting how the term paradigm is used in composition to define a system of widely shared values, beliefs, and methods that determines the nature and conduct of the discipline. Section two discusses the ways critics have attacked Kuhn's thesis, focusing on four major problems with Kuhn's notions of paradigms, how they work, and how they replace one another. Section three considers the possible operations of paradigms within composition research and pedagogy, especially as the process-oriented paradigm has emerged to overtake the current-traditional (product-oriented) paradigm of composition theory. (RL)

ED 216 380 CS 206 913

Allen, O. Jane

Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.

Pub Date-Mar 82
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advanced Courses, Assignments, Classroom Techniques, College English, Course Content, *Course Organization, Editing, Higher Education, *Interdisciplinary Approach, Teaching Methods, *Technical Writing, Writing Exercises, *Writing Instruction, *Writing Processes

The process-oriented advanced technical writing course described in this paper leads students progressively through the writing and editing processes while involving them in the technical writing of their respective disciplines. The readings, exercises, and report assignments used in the course are discussed to show how these activities awaken students to a sense of themselves as writers and to an awareness of the writing processes and the written products of professionals in their disciplines. Also discussed are the editing workshops that provide practice in evaluating and revising papers that students have prepared for courses in their respective disciplines. (RL)

ED 216 381 CS 206 914

Bisson, Lillian M.

Creative Research: Getting Students to Take Charge.

Pub Date-Mar 82

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creative Thinking, *Data Collection, Higher Education, Models, *Research Projects, Student Experience, *Student Motivation, *Student Research, *Teaching Methods, Writing Instruction

Identifiers-*Research Papers (Students)

Far too many students handle a research assignment through the tear and glue approach, a wholesale though usually not quite so literal copying of materials from books followed by a heavy handed plastering of the foreign material into their papers. Their papers are foredoomed to mediocrity or worse. By overstressing the dichotomy between critical and creative writing, teachers have overlooked the creative dimension of doing research. Overcoming students' feelings that their experiences cannot possibly yield insights valuable enough to write about is an essential step toward having them take a more active command of their material. The following techniques can help students see themselves as creative researchers putting information together in new ways for specific purposes and audiences: (1) introducing students to media models that combine personal voice and experience with secondary sources; (2) asking students to take stock of their prior knowledge on a subject and incorporate their personal experiences into their research papers; (3) heightening their awareness of the malleability of facts by designing exercises to show that the same facts can support different, even opposing, points; (4) encouraging them to use interviews as a source of information; and (5) having them cope consciously with their audience. (HOD)

Shook, Ronald
Who Benefits: Student Progress in Two Teaching Modes.
Pub Date-Mar 82
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Higher Education, *Individualized Instruction, Research Methodology, *Student Teacher Relationship, Teaching Methods, *Tutoring, Writing Evaluation, *Writing Instruction, *Writing Research
Identifiers-Garrison (Roger), *Teacher Student Conferences

A study was conducted to determine if the one-to-one method of teaching writing devised by R. Garrison was superior to more traditional approaches. Subjects were college students in four sections of freshman composition, two using the Garrison method and two using traditional methods of writing instruction. Analysis of data revealed that students who entered a composition class with below mean levels in syntactic maturity made gains in both treatment groups, with students in the one-to-one treatment classes making the larger gains in writing proficiency. However, students who were above the mean level when they entered a class were likely to exhibit loss of syntactic fluency, sometimes drastically. Neither method of instruction seemed to help students who came to class with good syntactic and presentational skills; however, these students were less likely to lose proficiency in classes taught according to the Garrison method. (FL)

ED 216 383 CS 206 916

Sternglass, Marilyn S.
Fostering Cognitive Growth Through Writing.
Pub Date-Nov 81
Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification, *Cognitive Development, Cognitive Measurement, *Cognitive Processes, *Developmental Stages, Epistemology, Models, *Synthesis, Task Analysis, *Writing (Composition), *Writing Evaluation

Recent research studies and texts in composition demonstrate the growing belief that students' difficulties with the writing tasks assigned to them are inextricably linked with their difficulties in handling complex cognitive processes. Through appropriate writing activities, students can be provided with practice in the intellectual functions that will foster cognitive development during the critical periods of the maturation process. For this to take place, the theoretical models of cognitive development need to be translated into pedagogical categories useful for identifying the levels at which students are operating at particular times. Two such category systems have been proposed the Crediton Model by A. Wilkinson and others, and another by J. A. Deuser that focuses on synthesis. Piaget's concrete-operational stage is translated by Wilkinson into describing and interpreting categories, while Deuser's model shows no synthesis. The formal-operational stage is translated by Wilkinson into the generalizing category and by Deuser into three levels of synthesis. The Wilkinson model further translates Piaget's category for formulating questions into speculating. These categories allow for the pursuit of additional research on the relationship between the model of development that a paper takes to achieve its function and the level of cognitive development demonstrated in that paper. (HOD)

ED 216 384 CS 206 917

Peters, William H.

Teacher Intellectual Disposition and Classroom Interaction.

Pub Date-Apr 82

Note-41p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Abstract Reasoning, Ambiguity, *Classroom Communication, Classroom Observation Techniques, College Faculty, Critical Thinking, Difficulty Level, English Instruction, Higher Education, *Intelligence, Interaction, Student Reaction, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, *Teacher Response, Teaching Methods, *Verbal Communication

A study was undertaken to determine if there was a difference in verbal responses in classrooms of teachers who scored high and who scored low on the complexity scale of the Omnibus Personality Inventory (OPI), which measures teacher tolerance of ambiguity and preference for complexity. Forty college English teachers were tested and ranked according to the norms of the OPI. Teachers with the six highest and the six lowest scores were identified and their classes were observed using the Verbal Reaction Behavior Log. This log provides a means for recording teacher behavior according to learning outcomes and objectives as they are typically found in curriculum guides, and codes these behaviors according to three major categories: cognitive, skill, and affective. Each category has subcategoies that classify the behavior in terms of its complexity level. The results showed that high complexity scorers maintained significantly more verbal responses in higher levels of cognition, had more verbal responses in the higher skills levels, and gave more positive reinforcement and personal involvement than did low complexity scorers. Overall, the findings suggest that high complexity teachers have an intellectual disposition that challenges student thought and demands more support for contention, greater divergence in analysis, and more and deeper responses. (FL)

ED 216 385 CS 206 918

Mitchell, Ruth

Teaching Researchers to Write for Decisionmakers.

Pub Date-Nov 81

Note-12p.; Paper presented at the Annual Meeting of the Modern Language Association (96th, December 27-30, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, Language Styles, Postsecondary Education, *Researchers, *Research Reports, *Sentence Structure, Teaching Methods, *Technical Writing, *Writing Instruction, Writing Processes, *Writing Skills

Identifiers-*Audience Awareness

Researchers in many disciplines dislike writing and view it as an additional and unnecessary irritant. Teaching researchers to write for administrators who must make decisions about highly specialized topics, but who lack the specialist's knowledge, means inducing a change in the researchers' perspective. They have to learn that they are writing for

intelligent laypeople who need conclusions more than discussions of method and who must be provided with interpretations. They must work on each sentence instead of assuming that the substance will dictate syntax and vocabulary. Organizationally, researchers want to drag through the old introduction, method, and results rigmarole because the structure is there and they don't have to think about it, but they need to learn to structure writing to suit the needs of the audience and the subject. They also need to learn alternate means of discussing methodology, such as presenting it in appendixes, separate papers in disciplinary journals, or sections of reports with clear indications in the introduction that they may be skipped by the decision maker. Because researchers abhor journalistic style, they must be convinced that writing can be readable without being conversational. Researchers should learn to stick as far as possible to a simple sentence structure, where the agent performs the action in a strong verb. Finally, researchers need to learn to write rough drafts and to revise. In other words, they need to learn a respect for the underlying structure of the written product. (HOD)

ED 216 386 CS 206 919

Trivisonno, Ann M.

A Humanities Sequence for Adults at Ursuline College.

Pub Date-Mar 82

Note-9p.; Paper presented at the Annual Meeting of the College Conference on Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Adult Students, Classroom Techniques, College English, Continuing Education, Core Curriculum, *Curriculum Development, Higher Education, *Humanities Instruction, *Interdisciplinary Approach, Nontraditional Students, Reentry Students, *Sequential Approach, *Writing Instruction, Writing Processes

Identifiers-*Writing across the Curriculum

Designed specifically for adult students in continuing studies, the sequence of core courses described in this paper reflects an interdisciplinary approach to humanities instruction that places the writing process within the broader context of critical thinking and liberal arts core instruction. The paper describes two course levels: the one entry level course is intended to assist adults in making the transition from the world of work to academe, while the two second-level courses focus on the needs to humanize the study of science and technology and to interpret the arts as expressions of human values. Following these brief descriptions, their common elements are listed, as are various assignments and procedures for incorporating writing instruction in them (especially the entry-level course). A report of the positive evaluations and results of this course sequence for adult students completes the paper. (RL)

ED 216 387 CS 206 921

Claypool, Sharon H.

Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?

Pub Date- 80
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Assignments, Interdisciplinary Approach, *Secondary School Teachers, *Teacher Attitudes, Teacher Behavior, Writing Exercises, *Writing Instruction, *Writing Research
Identifiers-*Writing across the Curriculum, *Writing Apprehension

A study investigated the relationship between teacher writing apprehension and the uses of writing in various classrooms. Subjects were 192 secondary school teachers who completed a writing apprehension measure and a questionnaire that elicited information about their teaching experience, subject and grade level taught, and the number, length, variety, and basis of writing assignments they made per year. The questionnaire also asked teachers to indicate who they thought was responsible for teaching writing. Results showed that teachers across the curriculum who were highly apprehensive about writing assigned fewer writing tasks than did teachers who were less apprehensive. However, teachers in all disciplines reported an awareness that writing is the responsibility of all teachers. (A copy of the survey form is appended.) (FL)

ED 216 388 CS 206 922

Schell, John F.

Designing an English Curriculum for Prisons.

Pub Date-Apr 81
Note-9p.; Paper presented at the Annual Meeting of the College English Association (12th, Cherry Hill, NJ, April 2-4, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correctional Education, *Course Content, Curriculum Design, *English Curriculum, Letters (Correspondence), Literature Appreciation, Persuasive Discourse, *Remedial Instruction, *Student Needs, Teaching Methods, *Writing Instruction

Teaching composition in a prison is different from teaching composition in a traditional freshman composition classroom. Since most prison inmates have a high school equivalency degree earned while in prison, a developmental writing course offered prior to the standard freshman composition sequence is probably necessary. Such a class may include a little of everything reading, writing, spelling, vocabulary building, grammar, mechanics, organization, study skills because the inmates lack so much information. Inmates also need an explanation of academic jargon, such as syllabus'' and credit hours''. While much of the grammar work must be done by means of exercises and mechanical drills, as much writing as possible should be incorporated into the grammar study. The subsequent course in the freshman composition sequence may or may not need radical alteration. A modification of the basic subjective approach to composition may be a combination of the case approach to composition and letter writing. Persuasive writing is suitable because each student has a natural case to argue. The criteria of appeal and utility help to limit drastically the kinds of courses offered in the writing field of English. Technical rather than creative writing should be offered. If literature is to be taught, the reading should speak to the issues of honor, fidelity, tolerance, responsibility, consideration, discipline, and love. Although prison education is different in form and content from traditional instruction, the goal is the same: the encouragement of dignity and self-fulfillment for the good of society as a whole. (HOD)

ED 216 389 CS 206 923

Schell, John F.

The Humanities   Behind the Walls.''

Pub Date-Apr 81

Note-11p.; Paper presented at the Annual Meeting of the College English Association (12th, Cherry Hill, NJ, April 2-4, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Crime, Criminals, *Humanism, Humanistic Education, Humanities, *Prisoners, *Values, Values Clarification

Identifiers-*Self Awareness

A multimillionaire responsible for several felonies stated recently that humanism is one of the leading causes of crime in the United States. A college English instructor tested the validity of the connection between humanism and deteriorating values, on a limited and informal basis, while conducting in a men's prison a series of weekly programs designed to spark discussion about basic human values. The teacher observed a group of 30 convicts, fairly representative of the prison population. It quickly became apparent that these men were not led by humanism to commit the crimes for which they were being punished, and that they had a total disregard for what would be considered elementary humanistic principles. As shown by their responses to a lecture by a Unitarian minister, the film   Future Shock'', and a film on prejudice, the men had not chosen to ignore these principles nor had they rejected them outright. They were, instead, ignorant of humanistic values, having never been introduced to them. They lacked self-awareness as well as an awareness of other people, and failed to consider the consequences of their ideas. A continuing dialogue between humanists and prisoners can only help both groups as the former demonstrate the positive effect of humanistic principles upon the lives of prisoners, and the prisoners teach humanists about the incredible resilience of the human spirit. (HTH)

ED 216 390 CS 206 925

Sewell, Ernestine P.

Ars Dictaminis'' and Modern Rhetorical Practice.

Pub Date-Apr 82

Note-13p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, College English, Higher Education, *Letters (Correspondence), *Rhetoric, Teaching Methods, Writing Exercises, *Writing Instruction, Writing Skills

Identifiers-*Audience Awareness

Although not all the problems of writing are solved by practice in letter writing, a review of the classical texts on ars dictaminis'' letter writing creates a strong argument for its increased use as an exercise in college composition classrooms. By incorporating the lessons of dictamen as a device for achieving rhetorical modes narration, description, exposition, argumentation, or whatever set of rhetorical goals are used students will progress with less difficulty from loose oral thinking to logically ordered written thought. Further, many students who face writer's block can achieve confidence when directed away from teacher as audience to someone of their choice. Also, they will realize the effectiveness of different levels of usage as they change audience, topic, and purpose for writing. Moreover, by the simple mechanical device of having to determine audience, the writer unconsciously achieves tone. The mechanical necessity of putting name to letter also apprises the student of the importance of being clear and correct. Grammar, style, and rhetoric are integrated, as is the rhythm of the language. Finally, the practicality of writing letters appeals to the students, for whatever their chosen professions, they know that they will always write letters. In short, the classical mandates of completeness, clarity, conciseness, and logic take on personal significance when students are asked to write letters. (RL)

Cronnell, Bruce
A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-SWRL-TN-2-82/13
Pub Date-31 May 82
Contract-400-80-0108
Note-55p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Students, Cultural Influences, Economically Disadvantaged, Elementary Education, English (Second Language), Error Analysis (Language), *Influences, Interference (Language), Interlanguage, *Language Research, Limited English Speaking, *Mexican Americans, *Oral Language, Spanish Speaking, Urban Education, *Written Language

A study investigated the extent to which oral language forms influence the written products of Mexican-American students attending an inner city school in a low income neighborhood. For the study, writing samples from 78 third grade and 92 sixth grade students were analyzed for Spanish, interlanguage, and Chicano English features. (Interlanguage forms, produced by learners of English from a variety of language backgrounds, occur as English is being learned.) In the writing samples of the third grade students, 773 errors were identified; of these, 33% were considered to have possible influences from Spanish, interlanguage, or Chicano English. In the writing samples of the sixth grade students, 677 errors were identified; of these, 36% were considered to have possible oral language influences. (Prompts for the writing samples and lists of errors are appended.) (FL)

ED 216 392 CS 206 927

Cronnell, Bruce

Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-SWRL-TN-2-82/12

Pub Date-31 May 82

Contract-400-80-0108

Note-35p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Dialects, *Black Youth, Economically Disadvantaged, Elementary Education, Error Analysis (Language), Grade 3, Grade 6, *Influences, Interference (Language), *Language Research, *Oral Language, Urban Education, *Written Language

A study investigated errors in the writing of black students to determine how those errors were influenced by black oral English. Writing samples were gathered from 99 third grade and 68 sixth grade students in a school in an inner city, low income neighborhood. All errors in the samples were listed and analyzed. In the samples produced by the third grade students, 550 errors were identified; of these, 39% were considered to have possible influences from black English. In the samples produced by the sixth grade students, 437 errors were identified; of these, 33% were considered to have possible influences from black English. (Copies of the stimulus for the writing samples and lists of errors are appended.) (FL)

ED 216 393 CS 206 929

Holladay, Sylvia A.
Writing Anxiety: What Research Tells Us.
Pub Date-Nov 81
Note-24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Attitude Change, Change Strategies, Higher Education, Negative Attitudes, *Student Attitudes, *Student Characteristics, *Teaching Methods, *Writing Instruction, *Writing Research
Identifiers-*Writing Apprehension

Research into attitudes toward writing, still in its infancy, indicates that attitudes definitely influence growth in writing, that a writer's degree of apprehension toward writing can be measured, and that certain teaching strategies can lessen students' writing anxiety. Researchers have identified the following characteristics of writing apprehensives: (1) they are frightened by a demand for writing competency, (2) they fear evaluation of their writing because they think they will be rated negatively, (3) they avoid writing whenever possible, and (4) when they are forced to write, they behave destructively. Causes of writing anxiety vary from neurolinguistic realities that underlie language processing, poor skill development, and inadequate role models to lack of an understanding of the composing process and an authoritative, teacher-centered, product-based mode of teaching. Research also proves that predisposition toward writing positive or negative is extremely important. No matter how skilled or capable individuals are in writing, if they believe they will do poorly or if they do not want to take courses that stress writing, then their skills or capabilities matter little. Such studies may guide the writing instructor to help these students by providing alternative instructional methods. (Appendixes include a bibliography on attitudes toward writing and writing anxiety, tips for helping students cope with writing anxiety, and suggested strategies for lessening writing anxiety.) (HOD)

ED 216 394 CS 206 931

Miller, Susan

What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.

Pub Date-Dec 81
Note-38p.; Paper presented at the International Conference on Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Discourse Analysis, Higher Education, Interaction, *Literary Criticism, Literature, *Models, *Reading Processes, Rhetoric, *Writing (Composition), *Writing Processes
Identifiers-*Reading Writing Relationship, *Textual Analysis

Competing views of written texts, of the process of writing, and of the purposes of the scholarly investigation of written discourse appear inherently at odds. Today composition theory is often demeaned as being only pedagogical while literary study is granted the status of a self-fulfilling academic pursuit. What is needed is a model or matrix that could establish scholarly interaction between the two fields. Such a model would have to address (1) the nature of a written text its capacity for analysis as both a product of a prior activity and the reflection of a human process; (2) the nature of a writing event, whether defined as an act of recording meaning or as a unique, individual, indeterminate event; (3) the relation of both individual texts and discrete writing events to intertextuality the history of texts and their conventions; (4) the relation of the individual writer to a particular text, to a particular writing event, and to the history and conventions at a particular moment of writing; (5) the relation of the public impact of writing to the individual writer; and (6) the propriety of research questions, evidence, or methods within the study of the foregoing issues. (HOD)

ED 216 395 CS 206 969

Witte, Stephen P. And Others

The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5.

Texas Univ., Austin.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date-31 Jan 82

Grant-G008005896

Note-40p.; Prepared through the Writing Program Assessment Project.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Freshmen, *Educational Objectives, Higher Education, *Program Attitudes, Teacher Administrator Relationship, Teacher Attitudes, *Writing (Composition), Writing Instruction, *Writing Research

Identifiers-Freshman Composition, Writing Programs

A survey was undertaken to gather and record the perceptions that college writing program directors and teachers have of the goals of their writing programs, particularly freshman composition. Responses were returned by 134 writing program directors and 135 composition instructors from publicly or privately funded institutions, two-year colleges, four-year institutions, or universities with substantial graduate programs. A composite list of items was created for each response, which was then coded and keypunched for computer analysis. The results showed only two goals that were mentioned by both program directors and teachers: writing mechanically correct prose and writing coherent prose, both to which were mentioned as real goals and as ideal goals. In addition, directors and teachers perceived these to be goals for their department, their institution, and society at large. While there was a high correspondence between societal goals and real goals on the issue of writing mechanically correct prose, no such relationship appeared on the issue of writing coherent prose. The results indicated differences between the directors' and instructors' perceptions, suggesting that any attempt to evaluate freshman writing programs must begin by addressing those different perceptions of real and ideal program goals for their departments, institutions, and society. (HTH)

ED 216 396 CS 503 749

Athanases, Steve

Research Findings from Student Performances of James Dickey's "The Leap."

Pub Date-Nov 81

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Communication Research, Higher Education, *Literature Appreciation, *Oral Interpretation, *Poetry, Speech Skills, *Student Reaction

Identifiers-Dickey (James)

A study was conducted to elicit the responses of five college students to their involvement with a single poem over a period of three weeks to determine if such involvement led to a greater appreciation and understanding of the poem. Each student began with a silent reading of the poem, moved to a study of it based only on silent readings, then progressed through a series of private and semipublic oral readings of the work. The students responded after each reading or performance, stating each time their understanding of or involvement with the poem. Ten responses were written or elicited through interviews. The data were divided into six categories of concerns: meanings, conflicts, emotions, structural and stylistic elements, real life connections, and performance as public event. The findings showed that (1) through performance of the poem, students showed a progressively intense concern with meanings and levels of meaning; (2) conflicts central to the poem crystallized for the students after they had performed the text; (3) while student responses to silent readings and study of the poem were primarily concerned with meaning, responses after oral readings were concerned with emotions; (4) students had increased concern with structural and stylistic elements after oral readings; (5) once performing the poem, students showed increasing desire to personalize the work; and (6) some students expressed frustration after public performances with having lost their focus on the poem while concentrating on audience response. (Materials used in the study are appended.) (FL)

ED 216 397 CS 503 778

Boileau, Don M.

Functional Communication Competencies: A National Perspective.

Pub Date-Apr 82
Note-10p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Educational Trends, Elementary Secondary Education, Higher Education, *Minimum Competencies, Professional Associations, Public Speaking, *Speech Communication, *Speech Curriculum, *Standards
Identifiers-Speech Communication Association

Suggestions for the development of a national perspective on the place of functional communication competencies in the speech communication curriculum are presented in this paper. The first section of the paper describes current trends in functional communication curriculum development, including the theoretical perspectives underlying various interpretations of functional communication, the activities of the Speech Communication Association in this area, and various curriculum development projects recently undertaken across the United States. The second section of the paper provides a framework for integrating functional communication instruction into the speech communication curriculum. (FL)

ED 216 398 CS 503 804

Di Salvo, Vincent S. And Others

An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course.

Pub Date-Apr 82

Note-31p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business Communication, *Communication Research, *Communication Skills, *Curriculum Development, Educational Needs, *Job Skills, *Organizational Communication, Research Needs, *Speech Curriculum, Speech Instruction

In order to identify the demands, the skills, and the various contexts that students can expect to face in their chosen professions, organizational communication researchers need to conduct studies that will lead educators to make intelligent decisions regarding what should and should not be taught in business and professional communication courses. As one step in this direction, a review was conducted of more than 40 recent studies that addressed communication needs in the organizational setting. The review revealed that communication is one of the most important aspects of organizational activity. In terms of the skills most required in businesses, the review revealed seven deemed critical: (1) listening, (2) writing, (3) oral communication, (4) persuasion and motivation, (5) group problem solving, (6) interviewing, and (7) interpersonal competency. The review also suggested that educators should move away from a lecture/discussion/multiple choice test'' mentality toward an approach that offers students a more accurate or realistic picture of organizational life. (FL)

ED 216 399 CS 503 811

Pollock, Della

The Rhapsode as Singer and Actor.

Pub Date-Aug 81

Note-18p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acting, *Drama, *Literary History, *Oral Interpretation, *Oral Language, Poetry, *Singing, Speech Communication

Identifiers-*Rhapsodes

Noting that scholars have too willingly accepted Plato's assumption that one could not successfully be both an actor and a rhapsode (reciter or singer of epic poetry), this paper suggests that placing the mixed style'' of the rhapsode's performance art within the context of the Homeric sensibility and the cultural shift into literacy produces a more useful image of the rhapsode as both singer and actor. (FL)

ED 216 400 CS 503 816

Standards of Learning Objectives for Virginia Public Schools: Language Arts.

Virginia State Dept. of Education, Richmond.
Pub Date-Aug 81
Note-39p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Design, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, *English Curriculum, *English Instruction, *Language Arts

The standards of learning objectives for English, reading, and language arts that are presented in this paper are intended as a basis for planning language arts curriculum and instruction. A list of objectives is presented for each instructional level from kindergarten through grade twelve. The objectives reflect concern for developing the concepts, skills, and positive attitudes in each of the following areas: (1) oral language (listening and speaking), (2) reading, (3) writing (composition, handwriting, and spelling), (4) literature, and (5) language process (grammar and usage, thinking and study skills, etc.). An appendix contains the 12 educational goals upon which all the objectives were based. (RL)

ED 216 401 CS 503 817

Kleiman, Howard

Public Broadcasting and the Public Forum Doctrine.

Pub Date-Feb 82
Note-26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Broadcast Industry, Court Doctrine, *Court Litigation, *Court Role, Federal Government, Federal Regulation, *Freedom of Speech, *Government Role, *Mass Media, *Programing (Broadcast), Public Affairs Education, Public Agencies, Public Television, State Government
Identifiers-*Public Broadcasting, Public Radio, Supreme Court

A compelling argument can be made for the public forum doctrine,'' which states that public broadcasting stations licensed to government bodies have a greater obligation than commercial stations under the First Amendment to transcend political and personal biases in making programing decisions. It is also equally important that government officials, having delegated editorial authority to public broadcast programers, do not attempt to arbitrarily interfere with the programer's decisions. In the latter case, the courts may be able to provide relief to station officials whose authority is usurped. Examples of court cases that extend these arguments include the Supreme Court's 1973 decision in CBS v. Democratic National Committee,'' which delineated what might be considered as a public forum, and the court litigation related to a 1980 broadcast of a controversial docudrama'' on public television (Death of a Princess,'' the story of the execution of a Saudi Arabian princess and her lover). However, imposing the judgments of the courts or the Federal Communications Commission (FCC) on all of a public station's programing decisions would be antithetical to numerous Supreme Court decisions that have affirmed the right of all broadcasters to retain broad editorial discretion. Thus, a non-statutory approach must be established in order to encourage public stations to base programing decisions on public interest rather than political considerations. A citizens' panel is one possible solution to the dilemma. (RL)

ED 216 402 CS 503 818

Smythe, Mary-Jeanette Schlueter, David

A Preliminary Study of Nonverbal Cues and Relational Termination.

Pub Date-Apr 82

Note-26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affection, Affective Behavior, *Attachment Behavior, Attitude Change, Behavioral Science Research, Behavior Change, College Students, *Communication Research, *Dating (Social), Females, Higher Education, Interpersonal Relationship, Males, *Nonverbal Communication, Sex Differences

Identifiers-*Relationship Enhancement, *Relationship Termination

A preliminary analysis of the nonverbal aspects of developing and deteriorating dating relationships was undertaken to determine what nonverbal behaviors were considered most important in defining such relationships. A checklist of 12 nonverbal behaviors associated with successful dating relationships was given to 100 male and 100 female college students, all of whom had reported having at least one committed'' (steady'') dating relationship. Half of the subjects identified, in rank order of frequency, behaviors on the checklist associated with successful relationships, while the other half used the same checklist to identify in rank order those behaviors indicating the end of a relationship. The results were generally consistent with those reported in previous literature in nonverbal communication. The power of negative nonverbal affect as a discriminator between distressed and nondistressed couples was a major finding, particularly with regard to decreases in eye contact, smiling, and laughter. The data revealed some modest sex differences, mostly in the sequencing of cues for deteriorating relationships. For males, expressions of affect disappeared before displays of affection. (RL)

ED 216 403 CS 503 819

Adamson, William D.

Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.

Pub Date-Apr 82

Note-15p.; Paper presented at the Midwest Regional Meeting of the American Business Communication Association (Indianapolis, IN, April 23-24, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Higher Education, Integrated Activities, *Job Skills, Organizational Communication, *Program Content, Program Development, Speech Communication, *Speech Curriculum, *Speech Instruction, Student Needs, *Student Role

Identifiers-University of Minnesota

The functional communication course described in this paper was created in response to requests by students and administrators at the University of Minnesota for a single course that would combine writing, speech communication, and audiovisual topics. The paper provides background information about the general college of the University, which is composed largely of students seeking a broad range of work-related communication skills, and about the functional communication course that was developed to meet the needs of students within the college. The paper describes the goals of the course and offers examples of specific assignments. It explains how much of the teaching in the course has been turned over to students, who are responsible for preparing and giving oral presentations on specific topics. It also describes small group assignments that simulate business meetings typical of organizations. The paper reports that student performance on pretest and posttest cognitive measures reveals that the course has been successful and that it has received positive student evaluations. The paper provides a list of 10 conclusions that relate to the possibilities and limitations of such functional communication courses. (FL)

Hess, Richard C.

Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes.

Pub Date-Nov 81

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Case Studies, *Classroom Techniques, Higher Education, Peer Relationship, *Small Group Instruction, *Speech Communication, *Speech Curriculum, *Student Attitudes, Teaching Methods

Over a three-year period, 297 speech communication students were surveyed on how frequently they were exposed to the use of case studies in instruction, the settings and the extent to which case studies were used, preferences for the use of case studies, and the extent to which they liked case studies in their educational experience. The results of the survey showed that 60% of the students had had prior educational experiences with case studies, usually at the high school level and almost always in formal educational settings. The students generally liked the use of case studies and thought that case studies should be used to complement rather than substitute for traditional instructional activities such as readings and lectures. Students' comments indicated that case studies (1) facilitated understanding of the program being considered, (2) facilitated understanding of the members of the group, (3) provided a focus for the group, (4) facilitated group interaction, and (5) provided an environment in which a student could understand fellow classmates. The disadvantages of case studies that the students mentioned included the ideas that ''uninvolved'' classmates would be ''carried'' by the group and that case studies required more work than traditional assignments. (RL)

ED 216 405 CS 503 823

Ting-Toomey, Stella

An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.

Pub Date-May 82

Note-49p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Problems, *Communication Research, Comparative Analysis, Higher Education, Interaction, Interaction Process Analysis, Interpersonal Competence, Interpersonal Relationship, *Language Patterns, *Marriage, *Spouses, *Verbal Communication

Identifiers-*Interpersonal Communication, *Marital Satisfaction

A study analyzed the verbal interactions of married couples in high, moderate, and low marital satisfaction groups to determine whether (1) the interaction processes within the three satisfaction groups differed and (2) there were different communication patterns that characterized the interaction processes of the groups. Subjects were 34 young married couples who were administered a marital satisfaction scale that classified them as high, moderate, or low in marital satisfaction. Each couple was then videotaped while discussing two problem situations, and their verbal interactions were analyzed according to a 12-category coding scheme that measured adjustment along four components: degree of consensus, cohesion, affectionate expression, and general relational satisfaction. Results showed that significant communication patterns characterized the verbal exchanges of differentially satisfied married couples. Highly satisfied couples tended to use coaxing, confirming, socioemotional questions, and task-oriented statements to acknowledge the ideas and feelings of their spouses, to facilitate new information exchanges, and to inject a sense of humor into their interactions. Low satisfied couples tended to restrict themselves to the rigid use of confronting and complaining acts to attack their spouses and the use of justificatory statements to defend themselves. (FL)

ED 216 406 CS 503 825

Osmunson, Stanley E. Miller, Larry D.

Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.

Pub Date-May 82

Note-31p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment), Behavior Patterns, College Students, *Communication Problems, *Communication Research, *Communication Skills, Females, Higher Education, *Interpersonal Competence, Males, *Problem Solving, Sex Differences

Identifiers-*Interpersonal Communication

Reframing, (redirecting or changing the perceptual experience of a situation by placing it in another frame that fits the facts equally well or better) is a relatively unique approach to interpersonal problem solving. A study was conducted to determine whether reframing could be taught as a self-help interpersonal problem-solving skill and to explore whether the sex of the subject would influence the ability to reframe.

Subjects were 73 college students who were selected on the basis of their demonstrated inability to reframe. They were placed into either an experimental group that received training in reframing or a control group that received no training. Both groups completed a Double Bind Game posttest. The results indicated that reframing can be taught as a self-help skill and that sex did not influence an individual's ability to reframe interpersonal problem situations. (FL)

ED 216 407 CS 503 826

Gallup, Howard F. Bookman, Lisa

Mode of Processing Using the Split-Span Technique in Dichotic Listening.

Pub Date-Mar 82
Note-20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 24-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Auditory Stimuli, *Cognitive Processes, College Students, *Communication Research, Females, Higher Education, *Learning Modalities, *Listening, Males, Recall (Psychology), Sex Differences, Speech Skills
Identifiers-*Dichotic Listening

Using the split-span technique in which auditory stimuli are presented in various combinations to the right and left ears, two studies were designed to examine the preferences of subjects as to their mode of recall, to assess the accuracy of such recall, and to look at possible sex differences in both the preferences and the accuracy. A total of 112 college students participated in the experiments. The materials used as stimuli were the digits zero through nine and ten consonants selected to provide minimal auditory confusions. Each trial consisted of six items in three pairs, with one member going to one ear only and the other member going only to the opposite ear. In the absence of instructions to recall in one way or another, subjects overwhelmingly preferred to recall ear by ear (i.e., all items from one ear followed by those from the other ear), even when the materials were presented so as to permit different modes of responding. Males and females behaved almost identically, with females tending to show a slight edge in accuracy in one experiment. The presentation of the stimuli in blocked sequences seemed to have no effect on recall. Digits were recalled significantly more accurately than consonants. Accuracy tended to be greater in the right ear under blocked conditions but not under unblocked conditions. (RL)

ED 216 408 CS 503 827

Salem, Philip Williams, M. Lee

An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.

Pub Date-May 82
Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Case Studies, *Communication Research, Health Facilities, *Hospitals, Information Systems, *Job Satisfaction, Organizational Climate, *Organizational Communication, Work Environment
Identifiers-*Uncertainty

As part of a project investigating how communication within hospital systems differs from communication in other types of organizations, the employees of a 40-bed hospital were surveyed for their attitudes on perceived uncertainty, internal patterns of communication in the hospital, and worker satisfaction. Variables that were studied included message, channel, and source uncertainty; demographic variables; role description variables; and worker satisfaction. The results of the study revealed that, (1) similar to other organizations, satisfaction was significantly correlated with task, human, and maintenance message uncertainty. Human uncertainty accounted for the largest amount of the variance in satisfaction, nearly 17%. (2) The hospital used in the case study was different from the other organizations analyzed in that there appeared to be problems involving written channels and immediate supervisors. (3) Sex was the only demographic variable that correlated with satisfaction, and none of the role descriptions appeared to play a significant part in explaining satisfaction. (A copy of the Communication Analysis Questionnaire is appended.) (Author/RL)

ED 216 409 CS 503 831

James, Anita C. DeWine, Sue

A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication.

Pub Date-May 82

Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research, Comparative Analysis, *Organizational Climate, *Organizational Communication, *Organizational Theories, *Organizations (Groups), Surveys

C. Perrow's research has suggested that analyzing organizations according to technology (or process) and raw material (or outcome) can provide valuable information about organizational communication behaviors and patterns. His scheme for classifying organizations suggests a continuum that places organizations with variable'' technologies (unanalyzable with unstable outcomes) at one extreme, comparable'' organizations (average variability and stability) in the center, and routine'' organizations (analyzable technology and uniform outcomes) at the other extreme of the continuum. To determine the validity of this system of classification, the International Communication Association's Communication Audit was administered to three organizations representing the three types on the continuum. The audit elicited information from employees of the three organizations concerning (1) information received, (2) information sent, (3) follow up activities, (4) sources of information, (5) timeliness of information, (6) communication relationships, (7) organizational outcomes, and (8) channels of information. The results showed significant differences between the two organizations at either end of the continuum, lending support to the contention that organizational structure and outcome have an impact on internal communication processes and indicating the value of Perrow's scheme in analyzing communication data from technologically diverse organizations. (FL)

ED 216 410 CS 503 832

Arnett, Ronald C.

Dialogue in the Classroom.

Pub Date-Apr 82

Note-23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication, *Educational Philosophy, Higher Education, *Instructional Design, *Speech Communication, Speech Curriculum, *Student Teacher Relationship, *Teaching Methods, Teaching Styles

Identifiers-*Buber (Martin)

Noting Martin Buber's rejection of both the permissive (individualistic) and the authoritative models of education and his dislike of clear epistemologies or systematic pedagogies, this paper examines Buber's work as an organized philosophical underpinning for dialogue in the classroom. The paper details Buber's approach to education as an alternative to the above mentioned extremes in sections that (1) discuss Buber's method of association with students and (2) describe his vision of what constitutes the educated person. The final section of the paper considers the implications of applying Buber's educational philosophy to speech communication instruction. (RL)

ED 216 411 CS 503 835

Schmidt, Molly Spengler

Political Communication Coursework and the Skills Utilized by Political Professionals.

Pub Date-Apr 82

Note-39p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Research, *Communication Skills, *Education Work Relationship, Higher Education, *Job Skills, *Politics, *Relevance (Education), Speech Curriculum, *Speech Instruction

A study was conducted to determine those communication and general job skills necessary to adequately prepare college graduates for employment in politics. Subjects were 40 political party staff members of the Illinois General Assembly, who completed questionnaires concerning the communication and general skills they used in their jobs. In addition, information was gathered from each Illinois college offering a course in political communication concerning the topics covered in the course and reading materials used. The political professionals indicated that research skills were the most important and frequently used in their jobs; however, an examination of the college political communication course descriptions revealed very little emphasis placed upon research techniques. The professionals attributed more than half of their overall communication knowledge to previous and present job experiences, indicating once again that colleges are not providing sufficient training in this area. The professionals attributed their overall knowledge of organizational skills equally to college and previous and present job experiences. (FL)

ED 216 412 CS 503 837

Harris, Karen R. And Others

The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.

Pub Date-May 82

Note-21p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authoritarianism, Behavioral Science Research, Cognitive Style, Communication Research, Higher Education, *Humanism, Occupational Surveys, *Personality Traits, Preservice Teacher Education, *Self Concept, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, Teaching Styles

Identifiers-*Pupil Control Ideology

A study examined the personality characteristics and self-concepts of 110 teachers-in-training to see how these variables related to the subjects' humanistic versus authoritarian orientations toward pupil control. It was found that the humanistically oriented educators tended to be emotionally stable, realistic, expedient, happy-go-lucky, imaginative, venturesome, outgoing, relaxed, inner-directed, self-assured, and high in self-concept. The authoritarian educators were more affected by feelings, conscientious, sober, practical, shy, reserved, tense, frustrated, apprehensive, and unlikely to compromise, as well as low in self-concept. (RL)

ED 216 413 CS 503 843

Turow, Joseph

Entertainment, Education, and the Hard Sell: Three Decades of Network Children's Television.

Report No.-ISBN-0-03-057704-7
Pub Date-81
Note-153p.
Available from-Praeger Publishers, 521 Fifth Ave., New York, NY 10175; CBS Educational and Professional Publishing, 383 Madison Ave., New York, NY 10017 ($23.95 cloth).
Pub Type- Books (010) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Cartoons, Change, *Childrens Television, Content Analysis, *Programing (Broadcast), Television Commercials, *Television Research, Television Viewing, Trend Analysis, United States History

A study of changes in children's programing on network television in the United States from 1948 through 1978 is detailed in this report. The first chapter discusses the concepts of diversity'' and shape'' as they apply to television programing, and provides details about the research methodology used in the study. The second, third, and fourth chapters explore trends in children's television series by particular periods 1948-59, 1960-69, and 1970-78 with each chapter containing an overview of the industrial and regulatory environment for children's programing and analyses of the features of program scheduling, format, subject matter, and character portrayal during the period covered. Each of the three chapters explores questions about vertical diversity (the broadness or narrowness of program choices across time periods) and horizontal diversity (the broadness or narrowness of program choices within a given time period). The fifth chapter summarizes the findings from all three periods and discusses their implications. Three appendixes offer (1) a more detailed examination of the research methodology used, (2) the coding instruments used in the study, and (3) a list of all the networks' children's series broadcast from 1948 to 1978. (FL)

ED 216 414 CS 503 844

Reha, Rose K.

Interviewer Perceptions.

Saint Cloud State Univ., MN.
Report No.-SCSU-W58-250-82
Pub Date-Apr 82
Note-15p.; Paper presented at the Midwest Regional Conference of the American Business Communication Association (Indianapolis, MN, April 23-24, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication Research, *Decision Making, *Employment Interviews, Employment Practices, Females, Individual Characteristics, *Influences, Job Applicants, Males, Organizational Communication, Personnel Management, *Personnel Selection, Questioning Techniques, *Role Perception, Sex Differences, Speech Communication

To determine what interviewers perceived to be important factors in the interviewing process and whether the sex of the interviewer or type of organization he or she worked for influenced their perceptions of such factors, a questionnaire was administered to 42 personnel managers from randomly selected places of business and government offices. Responses indicated that (1) most interviewers were male, (2) interviewers more often than not made up their minds about hiring an applicant at the time of the first interview, (3) the size of an organization correlated directly with the number of interviews granted, (4) most interviewers wanted the applicant to talk more than listen, (5) the majority of interviewers lacked formal interview training, and (6) most organizations did not give tests to job applicants. When asked what they considered to be the most important attributes of a job applicant, interviewers ranked in their order of importance personality, appearance, job experience, communication skills, education, personal references, resume, and extracurricular activities. (HOD)

ED 216 415 CS 503 845

Schmidt, Mark J. Schmidt, Molly Spengler

Teaching Political Communication by Simulation: A Course Proposal.

Pub Date-Apr 82

Note-33p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Course Content, Course Descriptions, *Course Organization, Curriculum Design, Decision Making, Higher Education, *Models, Politics, Rhetorical Criticism, *Simulation, *Speech Communication, Speech Curriculum, Teaching Methods

Identifiers-*Political Campaigns, *Political Communication

A university level course in political communication can strive not only to teach the applicable communication and political theory involved, but also to provide ``hands on'' experience through the use of a simulated election campaign model. The model would include (1) data on the candidates involved; (2) information on the district involved for district analysis; (3) precinct-by-precinct voting histories and demographical data for the district; (4) information on the issues crucial to the district, early survey research done in the district, and available media and the costs of those media; and (5) an estimate of the resources available to the campaign and the costs of those resources. The model can serve not only as the stimulus for discussion and further investigation into the political process, but also as the basis for the assignments that the class will be required to complete during the course. Students would be assigned to fill the major decision making roles in the campaign. The 18-week course could cover the following: definition of terms, political communication theory, strategy and tactics, district analysis, an introduction to the model, issue and opposition research, polling, a research exercise, practical communication, budgeting and fundraising, voter turnout, the campaign plan, direct mail communication, candidate activities, speechwriting, communication crises, telephone banks, and reflection and discussion. (Appended is a campaign model based on a fictional state senate district.) (HOD)

ED 216 416 CS 50[illegible] 846

Hugenberg, Lawrence W.
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View.
Pub Date-May 82
Note-28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Skills, Counseling, Counseling Effectiveness, Counseling Techniques, *Counselor Training, *Curriculum Development, *Educational Innovation, Educational Needs, Higher Education, *Interdisciplinary Approach, *Speech Communication

In discussing the complex aspects of innovational change in counselor education programs, this paper advances two major arguments: (1) that the communication skills possessed by counselors determine the eventual success or failure of the counseling relationship, and (2) that interdisciplinary approaches to innovational change for counselor education programs are becoming more and more necessary. The change advocated in the paper is for counselor education programs to adopt courses emphasizing communication theory and skill attainment for students. System theory, collective behavior theory, innovational change theory, and rhetorical theory are discussed to demonstrate the need for this innovation and how it might be realized within the social system of counselor education programs. (Author/RL)

ED 216 417 CS 503 847

Brownell, Winifred Katula, Richard

Communication Apprehension and the Speech Anxiety Peak Experience.

Pub Date-May 82
Note-13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, College Students, *Communication Apprehension, *Communication Research, Females, Higher Education, Males, Psychological Patterns, *Public Speaking, Sex Differences, Speech Communication

The speech anxiety peak experience'' is the time during the speech event when the most anxiety is felt. A study tested the hypothesis that speakers would report higher communication anxiety levels at the beginning of the speech event rather than at the middle or end of the presentation. A Communication Apprehension Graph (CAG) was developed to record speaker anxiety levels over time for one speaking occasion. The subjects, 103 students enrolled in a basic course in public speaking, were asked to complete the CAG immediately after their third assigned speech in the course. An analysis procedure was used to provide a visual comparison of speaker apprehension levels during different points in the speech occasion. Results showed that communication apprehension ratings were at their highest immediately before and during the first two minutes of the speech itself. Also, females reported significantly higher apprehension levels than males, although both groups had similar apprehension patterns over time. (HOD)

ED 216 418 CS 503 848

Cardot, Joe

Communication Apprehension and Intercultural Nonverbal Coding.

Pub Date-Apr 82

Note-20p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, Blacks, *Communication Apprehension, *Communication Research, Cultural Differences, *Intercultural Communication, Interpersonal Relationship, *Kinesthetic Perception, Nonverbal Communication, *Personal Space, Racial Differences, Whites

A study investigated the relationship between communication apprehension and two nonverbal variables proxemic establishment and kinesic behavior in an intercultural setting. Subjects were 30 high and 30 low apprehensive adults (15 white and 15 black in each category). The subjects were paired to create three groups: the first containing 10 dyads of high apprehensives (5 white and 5 black); the second containing 10 dyads of low apprehensives, similarly paired; and the third containing 10 dyads, each with a high and a low apprehensive, 5 white and 5 black. Each dyad was told that the experiment was to measure verbal interaction and that they would be left alone in a room to get to know as much as possible about each other in 5 minutes. An observer behind a two-way mirror measured the physical distance established and noted the kinesic behavior of each pair. Results showed that communication apprehension predicted proxemic establishment, with the level of apprehension increasing as the amount of distance between dyadic members decreased. In both high-low and low-low apprehensive groups, the black dyads established closer distance patterns than did whites. Apprehension also affected kinesic behavior, with body orientation in dyads tending to be more front-to-front as apprehension increased. Finally, no differences were found in the kinesic behavior of the dyads when examined by race alone. (FL)

ED 216 419   CS 503 849

Taylor, K. Phillip
The Application of Communication Theory and Research in the Legal Community.
Pub Date-Apr 82
Note-8p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Communication, Career Development, *Communication (Thought Transfer), *Communication Research, *Education Work Relationship, Higher Education, Industry, *Internship Programs, *Job Training, Labor Needs, Problem Solving, Social Science Research, Speech Communication
Identifiers-*Legal Community, *Theory Practice Relationship

To help transfer communication theory to the real world, the University of Central Florida (Orlando) has applied communication theory and social science research techniques to answer questions raised by attorneys, judges, and others interested in the dynamics of the legal process. The social scientific techniques have thus far been applied in cases where the defendant could afford the considerable expense of population sampling or where the pretrial publicity increased the likelihood of jurors having prejudicial attitudes. To earn the respect of the nonacademic business community, communication specialists must be able to translate research language in a way that is meaningful. To help prepare communication students for nonteaching vocations where they could learn to solve problems that involve communication and other human factor variables, students should work actively with industry professionals on various projects. Another way to meet industry needs is to introduce students to those needs through intern programs. Theory and research can be brought together by placing students in the field for 6 months or a year to (1) learn what industry's problems are, (2) apply their theoretical tools in solving those problems, (3) collect data using available technology, and, hopefully, (4) reach practical, relevant, and realistic solutions. (HOD)

ED 216 420 CS 503 852

Merriam, Allen H.

Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.

Pub Date-Apr 82

Note-26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Hot Springs, AR, April 6-9, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Skills, *Comparative Analysis, Conflict, *Cultural Differences, Foreign Countries, *Intercultural Communication, *International Relations, *Time Perspective

Identifiers-*Iran, *United States

Arguing that assumptions and behaviors related to time are culturally determined, this paper proposes that diplomats must learn to pay more attention to comparative chronemics the study of time across cultures. The paper points out that differences in the perception of time was a key element in the conflict between Iran and the United States in which 50 Americans were taken hostage. It describes chronemic behavior in the United States as linear, formal, and precise reflecting a cultural emphasis on newness, progress, and efficiency and in Iran as marked by temporality and interpretable in terms of a complex mixture of Persian lifestyles, foreign interference in Iranian history, Islamic instantaneism,'' and Shi'ite mysticism. The paper concludes that a greater sensitivity to chronemic orientations across cultures is essential for effective international diplomacy. (FL)

ED 216 421 EA 013 846

Karagan, Nicholas J.

What School Boards Can Do to Improve Teacher Competency.

Pub Date-14 Apr 81

Note-13p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board of Education Policy, *Board of Education Role, *Competence, Elementary Secondary Education, Inservice Teacher Education, Teacher Burnout, Teacher Dismissal, *Teacher Effectiveness, Teacher Evaluation, *Teachers

The school board's role in improving teacher competency involves avoiding incompetent teachers, improving competent ones, and maintaining highly competent ones. Because teacher competence is a complex social phenomenon, affected by many different variables, boards should keep in mind that actions to improve competency may not be preferred by everyone involved. Board improvement of teacher competency should begin with policy-making and policy application in a number of specific areas. These areas include (1) teacher evaluation, where boards must avoid losing control over evaluation criteria through collective bargaining; (2) parent-teacher and teacher-administrator conflicts, where boards should avoid involvement in the resolution of specific cases; (3) teacher dismissal; (4) teacher training needs produced by special student needs; (5) moral support for staff members; and (6) staff development activities for teachers and administrators. Boards should train their administrators to assess teacher competency in all three areas of competency: subject matter, student learning activities, and teacher behavior to enhance learning activities. Administrators should not use competency testing of teachers, since it focuses only on subject matter. Boards can also help avoid teacher burnout by allowing sabbaticals, transfers, and staff rotation. (RW)

ED 216 422 EA 014 578

White, James Fallis, Anita

Vandalism Prevention Programs: A Case Study Approach.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

Report No.-ISBN-0-7743-6951-5

Pub Date-81

Note-83p.

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, M7A 1N8, CANADA ($4.00).

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavior Change, Case Studies, Elementary Secondary Education, Foreign Countries, Pilot Projects, *Prevention, *School Vandalism, Student Reaction

Identifiers-*Ontario

The objective of this study was to identify, describe, and appraise existing behavior-oriented, vandalism-prevention programs using a case-study approach. This report summarizes an investigation of three programs in Ontario (Canada): Project PRIDE (Pupils Responsible in Determining their own Environment); Operation Aware; and a Diversion program. The general research methods are outlined and detailed descriptions and assessment of each program are given. Project PRIDE was implemented in a school system composed of 45 elementary schools and 10 secondary schools. The major component of the project is a financial incentive in which an account is established for each school on the basis of student enrollment. Costs incurred as a result of vandalism are subtracted from the fund and the balance given to the student council at the end of the school year. Operation Aware is an awareness program designed to teach grade 5 and 6 students what to expect from their peers as they mature and how to cope with negative peer influence. Five Ontario school boards adopted Operation Aware as a pilot program. The Diversion program's purpose is to evaluate young offenders and postpone or prevent their entry into the formal criminal justice system. The Waterloo County Board of Education has been involved in eight Diversion cases. (Author/MLF)

ED 216 423 EA 014 591

Dirks, A. W.

Accountability and the Politics of Education.

Pub Date-5 Mar 82

Note-9p.; Presented at the Meeting of the Kansas Association of Teachers of English (Topeka, KS, March 5, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, Board of Education Role, Communication (Thought Transfer), *Educational Legislation, Elementary Secondary Education, Language Teachers, Legislators, *Lobbying, *Political Power, State Legislation, Teacher Role

Identifiers-Coalitions, Kansas, *Politics of Education

Political effectiveness is important for English and language arts teachers. A videotape presentation stressing educational accountability (not included in this document) and a list of the educational issues affected by pending bills in the Kansas state legislature both point to the necessity of political involvement. There are three lessons to learn to be effective in legislative politics. The first is to recognize political seniority and power and their importance relative to the ideas behind legislation. Several quotes from prayers by the Kansas legislative chaplain help illustrate this point. The second lesson is that one should form coalitions among common interests, such as teachers, school boards, and school administrators. The fate of two Kansas school finance bills an unsuccessful one pushed by teachers and a reformulated bill that has won broad legislative backing emphasizes this point. The third lesson stresses that one must communicate effectively with legislators and that personal communication is the most effective method. Related to this lesson is the fact that literacy and communication are economically important, which suggests that English and language arts teachers are helping make the national economy more literate and hence more productive. (RW)

ED 216 424 EA 014 594

Gurwitz, Aaron S. Darling-Hammond, Linda

Maintenance of Effort Provisions: An Instrument of Federalism in Education.

Rand Corp., Santa Monica, Calif.

Spons Agency-Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Report No.-ISBN-0-8330-0327-5; Rand-R-2684-ED

Pub Date-Jun 81

Contract-300-79-0522

Note-75p.

Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.50).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Compliance (Legal), Educational Finance, Elementary Secondary Education, *Federal Aid, Federal Programs, *Federal Regulation, Federal State Relationship, Government Role, Public Policy, School Funds, School Support

Identifiers-Elementary Secondary Education Act Title I

Educational agencies accepting federal funds for special programs, particularly under Title I of the Elementary and Secondary Education Act, are often required to prove maintenance of effort. That is, funds generated from state and local sources cannot be decreased and the slack taken up with the federal moneys. The Rand Corporation study reported in this document found that, due primarily to economic and demographic changes, the rate of noncompliance with these requirements has begun to increase and will probably continue to do so. A trend toward tightening the requirements and centralizing the overseeing authority during recent years has made the situation even more difficult. Drawing on documentary data and interviews with officials of the U.S. Office of Education and of state education agencies in 10 states facing compliance problems, the study reveals that a review of the requirements may be in order. The study team offers five alternative policy approaches for consideration: (1) continue to enforce current requirements; (2) grant discretionary waiver authority to the Secretary of Education; (3) return waiver authority to the states; (4) modify the requirements and the penalties for noncompliance; and (5) develop a unified intergovernmental aid policy at the federal level. (Author/PGD)

ED 216 425 EA 014 595

Rasmussen, Roger

A Study of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ISBN-0-8330-0042-X (v. 1); Rand-R-2170/3-NIE
Pub Date-Jul 81
Contract-NIE-B2C-5326
Note-144p.; For related documents, see ED 163 591, ED 166 825, ED 206 058-059, and EA 014 596-597.
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($10.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis, Educational Benefits, Elementary Secondary Education, *Nontraditional Education, Participative Decision Making, Public Schools, *School Choice, School Districts, *Teacher Attitudes
Identifiers-Alum Rock Union School District CA, Cincinnati Public Schools OH, Eugene Public Schools OR, Minneapolis Public Schools MN

As part of a study of programs offering alternative educational choices in public school systems, the Rand Corporation assessed teacher reactions to programs in four districts: Alum Rock (California); Eugene (Oregon); Minneapolis (Minnesota); and Cincinnati (Ohio). It was found that teachers tend to evaluate a program on the basis of its advantages and disadvantages to students, parents, and the teachers themselves. While teachers generally favored parental choice, they were skeptical about parents' capacity to choose effectively as well as about the degree of impact alternative programs could have on students. Teachers were reluctant to assume the added managerial duties associated with alternative programs. Teachers responded positively to working in buildings housing only one program at a time, to effective district leadership, and to having a voice in program control and the admission of students. The four districts sampled are compared and relationships between teacher response patterns and district policies are drawn in this report, which concludes with three recommendations: districts should more effectively inform the public about alternative programs; district plans should balance the needs of consumers, teachers, and the school organization; and the maintenance of financial equity among programs should be stressed. (Author/PGD)

ED 216 426 EA 014 596

Capell, Frank J.

A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-ISBN-0-8330-0042-X (v. 1); Rand-R-2170/6-NIE

Pub Date-Jul 81

Contract-NIE-B2C-5326

Note-121p.; For related documents, see ED 163 591, ED 166 825, ED 206 058-059, EA 014 595 and EA 014 597.

Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($10.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, Educational Change, Educational Vouchers, Elementary Education, *Nontraditional Education, *Outcomes of Education, Participative Decision Making, Public Schools, *School Choice, School Size, Tables (Data), Teacher Attitudes

Identifiers-*Alum Rock Union School District CA

If interpretations of data compiled during a five-year demonstration of alternative educational programing in the elementary schools of California's Alum Rock School District are correct, the nature of, the size of, and the parental choice exercized over alternative programs have no significant effect on students' reading achievement, social skills, or perceptions of themselves and others. Originally an experimental educational voucher system within the public school system, the Alum Rock project never became a full-fledged voucher program but did enable researchers to examine the relative cognitive and noncognitive impacts of several variables in educational programing. Neither the experimental group of students (those in alternative programs) nor the control group (those remaining in regular programs) was a random sample, information was lacking concerning the motivations behind parental choices, and test data were imperfect, so researchers had to modify their information to accommodate sample biases before applying analysis of covariance. Over 9,000 students were involved in the study, 60 percent of whom enrolled in alternative programs. The results, presented with caution, indicate little difference in the benefits to students of alternative and regular programs, but show a marked relationship between student outcomes and teachers' perceptions of themselves and their programs. (Author/PGD)

ED 216 427 EA 014 597

A Study of Alternatives in American Education, Vol. VII: Conclusions and Policy Implications.

Rand Corp., Santa Monica, CA. Education and Human Resources Program.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-Rand-R-2170/7-NIE
Pub Date-Aug 81
Contract-NIE-82C-5326
Note-88p.; For related docuemnts, see ED 163 591, ED 166 825, ED 206 058-059, EA 014 595-596.
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.50).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, Board of Education Policy, Educational Innovation, Educational Policy, Educational Vouchers, Elementary Secondary Education, Federal Programs, Government Role, *Nontraditional Education, Outcomes of Education, Principals, Public Schools, *School Choice, Student Reaction, Teacher Attitudes
Identifiers-Alum Rock Union School District CA, Cincinnati Public Schools OH, Eugene Public Schools OR, Minneapolis Public Schools MN

An educational voucher demonstration program begun in 1972 developed into an experiment in alternative education within a public school framework and served as a springboard for a study of the nature and effectiveness of alternative programs generally. By the time the data gathering was completed in 1977, four middle- to large-sized school districts had been studied and compared: Minneapolis (Minnesota), Cincinnati (Ohio), Eugene (Oregon), and the Alum Rock district of San Jose (California). The results were published in six volumes which this seventh volume summarizes along with a discussion of policy implications. The issues addressed in the six reports were (1) the effect of district policies on implementation of alternatives, (2) how school principals influence the success of alternatives, (3) how alternative programs affect teachers, (4) how families choose among educational alternatives, (5) whether alternatives achieve diversity in the classroom, and (6) how alternatives affect student outcomes. In concluding remarks the study team discusses the advisability of thoroughly evaluating district needs, anticipating difficulties, and adopting procedural formality at the local level when alternatives are implemented. They suggest further that the federal role should consist of financial support for innovation. (Author/PGD)

ED 216 428 EA 014 599

Fearing, Joseph L.

Evaluating Professional Personnel in Organizations: A Global View.

Pub Date-81
Note-11p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Dallas, TX, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluation Methods, Incentives, *Models, *Personnel Evaluation, Professional Personnel, Research Tools, Three Dimensional Aids

A three-dimensional model designed to depict the interrelationships among evaluation procedures, development systems, and reward structures as they affect professional personnel is offered as a research tool in this paper. The model is intended to aid in describing and understanding the productivity of professional personnel and to enhance the development of procedures related to accountability. Key terms in the field of professional personnel evaluation are defined, assumptions underlying the model are listed, and the model is described and illustrated in the paper. (Author/PGD)

ED 216 429 EA 014 600

Batten, Margaret Girling-Butcher, Sue

Perceptions of the Quality of School Life: A Case Study of Schools and Students.

Australian Council for Educational Research, Hawthorn.

Spons Agency-Australian Education Research and Development Committee, Canberra.

Report No.-ACER-RM-13; ISBN-0-85563-232-1
Pub Date-81
Note-79p.
Available from-The Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria 3122, AUSTRALIA.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis, *Educational Environment, Educational Quality, Foreign Countries, *Institutional Environment, *Quality of Life, Questionnaires, *School Attitudes, Secondary Education, *Student Attitudes, Test Validity
Identifiers-Australia

In order to test the validity of a measure of Australian students' views on the quality of life within their schools, a small-scale study was conducted in seven secondary schools, including both public and private institutions. The 52-item survey instrument was administered to 651 students in grades 9-12. Followup interviews of students were held in the four schools scoring highest and lowest on the measure. The questionnaire was designed to provide information concerning the students' general satisfaction with their schools, their perceptions of positive and negative qualities of their school environments, and their opinions concerning the schools' effectiveness in encouraging personal and social development, useful learning, and the acquisition of technical competence. Responses were compared by institution, grade level, and sex of respondents. The study results were mixed, failing to provide clear-cut guidelines for designing a school with optimal quality of life. Only the attitude of teachers to students stood out as having a universally critical effect. Measurable but less consistent effects were related to curriculum, peer attitudes, facilities, and school rules. The study indicated the instrument could be useful with minor modification. A copy of the survey instrument is appended. (Author/PGD)

ED 216 430 EA 014 601

SCOPE Plan for Excellence. A Citizens' Report and Recommendations for the Broward County School System.

Broward County School Board, Fort Lauderdale, FL. Superintendent's Commission on Public Education.

Pub Date-May 81

Note-38p.; For a related document, see EA 014 602.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Board of Education Policy, Citizen Participation, Community Involvement, Community Resources, Community Role, County School Districts, Curriculum Development, Educational Administration, *Educational Improvement, *Educational Philosophy, *Educational Planning, Elementary Secondary Education, Facility Improvement, Governance, Instructional Improvement, Money Management, Staff Development

Identifiers-*Broward County Public Schools FL

One hundred and five recommendations for improving the school system in Florida's Broward County are presented in this report. These recommendations and the target dates for their implementation were developed by the Superintendent's Commission on Public Education, a group of 150 community leaders representing all facets of the public. This group outlined a philosophy of education, also presented in this report, and formed seven task forces to develop recommendations in the following areas: school curricular program and instruction, instructional support services, governance, personnel, facilities, finance and administrative services, and community resources. Appendices list surplus and unused school sites and describe a business management committee intended to assist and advise the school board on matters of administrative and fiscal management. (Author/PGD)

ED 216 431 EA 014 602

SCOPE Plan for Excellence. Final Recommendations as Amended and Approved by the School Board of Broward County, Florida.

Broward County School Board, Fort Lauderdale, FL. Superintendent's Commission on Public Education.

Pub Date-13 Aug 81

Note-24p.; For a related document, see EA 014 601.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Board of Education Policy, Citizen Participation, Community Involvement, Community Resources, Community Role, County School Districts, Curriculum Development, Educational Administration, *Educational Improvement, *Educational Philosophy, *Educational Planning, Elementary Secondary Education, Facility Improvement, Governance, Instructional Improvement, Money Management, Staff Development

Identifiers-*Broward County Public Schools FL

One hundred recommendations adopted by the school board of Broward County (Florida) for improving district schools are presented in this report. Amended from a list of 105 suggestions proposed by a 150-member commission of appointed district citizens, these recommendations fall into seven areas: school curricular program and instruction, instructional support services, governance, personnel, facilities, finance and administrative services, and community resources. (PGD)

ED 216 432 EA 014 604

Marshall, Catherine

Organizational and Political Tensions in Evaluation.

Pub Date-Mar 82
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Decision Making, Early Childhood Education, Educational Policy, *Evaluation Methods, Formative Evaluation, Legislators, Policy Formation, *Program Evaluation, *Research Reports, *Research Utilization, State Departments of Education
Identifiers-California, *Interim Report on Study of Selected ECE Schools

After several lengthy evaluations of California's Early Childhood Education (ECE) program proved inadequate, unhappy legislators and educators finally found satisfaction in a brief, mimeographed report. Several factors were responsible for the success of this new evaluation, the Interim Report on the Special Study of Selected ECE Schools with Increasing and Decreasing Reading Scores'' (1977), published by the California State Department of Education. A pet project of the state superintendent, ECE had been subjected to nonthreatening evaluation processes only. Evaluation questions had never been clearly spelled out, partly because the interests of legislators and educators required different emphases. The successful evaluation occurred when the state department of education accepted the need for a study aimed at solving real problems, enabling evaluators to focus the interests of legislators and educators alike on one basic evaluation question while maintaining support from all involved parties. The evaluation's case study format permitted legislators to understand the research without extensive technical knowledge. The final report clearly explained the evaluation methodology, clarifying the generalizability and validity of the findings. The report's policy implications were direct and specific and, though aimed at all levels of the educational policy system, were framed so as to avoid organizational resistance. (Author/PGD)

ED 216 433 EA 014 605

Adkison, Judith A.

Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-82

Note-51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Characteristics, *Administrator Role, Affirmative Action, Case Studies, Civil Rights, *Compliance (Legal), Elementary Secondary Education, *Equal Education, Federal Regulation, Role Perception, *Sex Fairness

Identifiers-Title IX Education Amendments 1972

The role perceptions and activities of seven individuals responsible for coordination of the efforts of their respective districts to comply with the requirements of Title IX of the Elementary and Secondary Education Act are described in this research report. All seven districts involved in the study complied at least with the letter of the law. Six went beyond compliance on paper to compliance in fact, and four beyond formal compliance to positive action embodying the spirit of equality. Researchers found that conditions identified by previous studies as necessary to successful fulfillment of the role of Title IX coordinator were not in fact present in all cases where coordinators proved effective. In each instance it was the particular interrelationship of district and coordinator characteristics, rather than the specific characteristics themselves, that appeared vital to coordinator effectiveness. (Author/PGD)

ED 216 434 EA 014 606

Graham, Hugh Davis

The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.

Spons Agency-Lyndon Baines Johnson Foundation, Austin, Tex.; National Inst. of Education (ED), Washington, D.C.

Pub Date-Mar 82

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Archives, *Compensatory Education, *Educational History, *Educational Policy, Federal Government, *Federal Programs, Government Role, National Programs, *Policy Formation, Program Evaluation

Identifiers-Bureau of the Budget, *Great Society, Interest Groups, Task Force Approach

Analysis of changes in federal education policy in the 1960s, based on archival research and other sources, suggests a reinterpretation of the causes of the success or failure of the new federal programs. A review of the literature on these ``Great Society'' educational policies finds that most authors feel the policies sprang from a coalescence of legislative, racial, religious, and presidential factors in the mid-1960s. Archival evidence on that period, however, points to three further factors: the activist role of the federal budget bureau on task forces formulating educational policy; federal economic advisors' call for an expansionary budget in 1965; and President Lyndon Johnson's practice of proposing new Great Society programs while underfunding the old ones. The new policies also created ``iron triangles'' of educational interest groups that helped replace old federal education bureaucracies with new ones. Based on a perspective from the 1980s, an evaluation of the Great Society educational programs concludes that most have worked poorly, been underfunded and over-ambitious, and tended to resegregate some of their beneficiaries. Evaluation from an even longer perspective, however, may show that the programs worked. (Author/RW)

ED 216 435 EA 014 608

Howes, Nancy J. McCarthy, Harold

Participative Management: A Practice for Meeting the Demands of the Eighties.

Pub Date-Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Elementary Secondary Education, Governance, *Participative Decision Making, Program Evaluation, *School Administration, School Districts, School Surveys, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Participation

To assess the effects of participative management (PM) in a suburban school district in an upstate New York metropolitan area, researchers examined the one-year-old program, surveyed staff members, and analyzed district records. The PM plan involved teams of teachers and administrators at both school building and district levels, providing advice and suggestions and working inside a formal decision network. Evaluation data were gathered through a questionnaire survey of all 56 PM team members and of 62 selected nonteam personnel, and through content analysis of all teams' agendas and minutes and of selected district records from the preceding five years. The variables covered included team meeting characteristics, content, and processes; district employee grievances, collective negotiations, and union-administration meeting processes; and survey respondents' perceptions of PM teams' effectiveness, coordination, information provision, and receptivity to ideas. The researchers conclude that PM has widened staff participation in decision-making, won staff acceptance, improved staff-administrator relations, and reduced conflict over who makes what decisions. Implications of the findings involve PM's usefulness in the 1980s for handling issues of decision responsibility, simplistic decisions, administrator time limitations, school-community interaction, union relations, and educators' openness to change. (RW)

ED 216 436 EA 014 609

Ramey, Madelaine And Others

School Characteristics Associated with Instructional Effectiveness.

Pub Date-Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For a related document, see ED 202 863.

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Research, Elementary Education, *Indexes, *Institutional Characteristics, Mathematical Models, Mathematics Achievement, Observation, Questionnaires, Reading Achievement, *School Effectiveness, School Surveys, Student Behavior, Teacher Behavior, Validity

Identifiers-*Instructional Effectiveness

To validate a proposed statistical index of instructional effectiveness, researchers identified 33 school characteristics related to instructional effectiveness and tested the relationship between these characteristics and the proposed index. The index includes two subject area indices, mathematics and reading, and is based on statistical projections from students' California Achievement Test scores, ethnicity, and eligibility for school lunch aid. A committee of 11 educators identified the 33 school characteristics, which included teacher activities, student activities, principals' characteristics, educational materials, school climate, and student and teacher mobility. Using 3 methods classroom observation in 21 elementary schools, a questionnaire survey of 193 of the schools' teachers, and centralized data sources researchers measured each school's scores on the 33 characteristics. They tested the characteristics' relationship to the proposed index by correlating each school's math and reading index score with its scores on the characteristics. The results indicate that the reading index has value as a measure of reading instruction effectiveness. A test of an initial causal model to explain the results reveals a poor fit and a need for further research on alternative models. A glossary describing the 33 characteristics and a copy of the teacher survey questionnaire are appended. (RW)

ED 216 437 EA 014 610

Sherman, Joel D.

Government Finance of Private Education: A Review of the Australian Experience.

Pub Date-Mar 82
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Court Litigation, Elementary Secondary Education, Enrollment, Equal Education, *Federal Aid, Foreign Countries, Government School Relationship, *Private School Aid, Private Schools, Public Schools, State Church Separation, Tables (Data)
Identifiers-*Australia

Because Australia and the United States have similar backgrounds, constitutions, and concerns about equal educational opportunity, says the author, an examination of Australia's extensive, longtime federal aid to private elementary and secondary schools may provide useful evidence in Americans' debate over public funding for private education. The author first describes Australia's private or nongovernment school sector, which accounts for 21 percent of total enrollment and is preponderantly Roman Catholic. He recounts the development of government support for nongovernment schools, especially since the 1950s, reviews the types and amounts of government aid, and compares government aid and schools' expenditures per pupil for public and private education. Next the paper discusses a 1981 Australian High Court decision on government funding and the constitutional separation of church and state, noting differences and similarities between the Australian and U.S. constitutions. Also noted is the recent increase in private schools' share of Australian enrollment and government educational aid, after a decline in the 1960s and 1970s. The author concludes by relating the Australian experience to U.S. questions about government funding's effects on enrollment, public school finances, character of the student body, private school regulation, equity, and mobility. (RW)

ED 216 438 EA 014 611

Miller, Leslie M. Say, Elaine
Incentive Pay for Teachers: Impacts in an Urban District.
Pub Date-Mar 82
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Elementary Secondary Education, Employment Opportunities, Faculty Mobility, *Incentives, *Rewards, School Surveys, Tables (Data), Teacher Attendance, Teacher Attitudes, *Teacher Salaries
Identifiers-Houston Independent School District TX, *Second Mile Plan

Researchers used school district data and an attitudinal survey to assess an incentive pay plan for teachers instituted by the Houston (Texas) Independent School District for the school years 1979-81. Called the Second Mile Plan (SMP), the scheme aimed to improve student academic achievement and teacher attendance, lessen teacher turnover, fill teaching vacancies, and provide extended instructional programs. The SMP rewarded teachers in seven areas, including student gains on standardized achievement tests, teaching assignment location, certification in critical curriculum areas, professional development, attendance, extended instructional time, and recruitment of other teachers into the district. Data on teacher pay show the incentive stipends added $6.5 million to total teacher salaries in 1979-80, or about 6 percent of average teacher salary. In 1980-81 stipends added $4.5 million. The data further show that for both years teacher attendance and student test scores improved and teacher turnover and vacancies decreased. Extended programs were added in 1979-80 but this part of the SMP was dropped in 1980-81. Random-sample surveys of district teachers indicate, however, that neither recipients nor nonrecipients of stipends felt the SMP influenced them to work harder, come to work every day, or develop themselves professionally. (Author/RW)

ED 216 439 EA 014 612

Egbert, Robert L.

Demography in the United States: Some Twentieth Century Myths.

Pub Date-Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Birth Rate, *Dependents, Educational Planning, Education Majors, Graphs, *One Parent Family, *Population Trends, *School Demography, Teacher Education

Identifiers-Baby Boom, Depression (Economic 1929), World War II

Five demographic myths related to education pose dangers to educational planning and thinking. The first myth says the return of service personnel after World War II caused the baby boom. Actually the baby boom began in 1939 and was not related to service personnel. The second myth claims the Great Depression decreased the birth and fertility rates and the number of births. Actually the decreases all began well before the Depression. Myth number three says the number of U.S. births continues to decrease. In fact the birth rate and the number of births have increased markedly in the last five years. This myth is dangerous because it has helped decrease enrollment in teacher education and may cause future teacher shortages. The fourth myth asserts the burden of the dependent population is high now. Actually it is unusually small, but it will increase after the year 2000. The last myth says that half or more of the children 18 and under live in one-parent families. In fact the figure is 22 percent, up from 12 percent in 1970. Basing programs on this myth could hurt school materials preparation, behavior counseling, and other educational activities. (Author/RW)

ED 216 440 EA 014 613

Tietze, Irene Nowell Shakeshaft, Charol

Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization.

Pub Date-21 Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Need, Affiliation Need, Females, Males, *Personality Theories, Psychological Characteristics, Research Methodology, *Self Actualization, Self Esteem, *Sex Bias, Sex Role, Social Values
Identifiers-*Maslow (Abraham)

An exploration in the context of feminist science of one theoretical basis of educational administration Abraham Maslow's theory of human motivation and self-actualization finds an androcentric bias in Maslow's methodology, philosophical underpinnings, and theory formulation.

Maslow's hypothetico-deductive methodology was based on a conceptualization of human needs that found male qualities most desirable and that identified chiefly masculine goals as the goals of self-actualization. Women were seen as becoming self-actualized by achieving male goals. Maslow's sampling of self-actualizing people was biased since his sample was predominantly male. The validity of his data is difficult to assess because the data came from observation and from interviews for which there are no transcripts. The generalizability of Maslow's findings is suspect because his sample was biased. Maslow's interpretation of his results creates a model in which male values predominate, the ranking of human needs (affiliation, self-esteem, and self-actualization) is male-oriented, and most characteristics of the self-actualizing person are masculine and centered on the individual. An alternative view of female self-actualization, based on histories of two women's communities, emphasizes such values as group orientation, affiliation, emotional maintenance, development of self and individual talents, and empathy. (Author/RW)

ED 216 441 EA 014 614

Shakeshaft, Charol

A Framework for Studying Schools as Work Settings for Women Leaders.

Pub Date-Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrators, *Doctoral Dissertations, Educational Administration, Educational Researchers, Evaluation, Experimenter Characteristics, *Females, Feminism, Higher Education, Research Design, Researchers, Research Methodology, Research Needs, *Research Reports, Social Science Research, Student Research, *Womens Studies

This paper presents an analysis of research on women in educational administration, identifying the issues which have been treated, examining the methodological perspectives of the research, determining the quality of the research, and formulating a paradigm for future research on women in education. One hundred fourteen doctoral dissertations on women in educational administration completed and abstracted from January 1973 through January 1979 were studied. The author of a typical dissertation is a female feminist working with a male advisor. The typical dissertation investigates the profile of the woman administrator, is approximately 175 pages in length, and tests no hypotheses. The paper and pencil questionnaire survey is the primary method of data collection, with the results analyzed according to descriptive methods. The overall quality of the dissertations is not high. The lowest quality is found in the sampling plans and the highest quality in the reviews of the literature. Only 35.86 percent of the studies make an overall contribution to the literature. The only variables to have consistent relationships to the quality of the dissertations are research issues, data collection methods, and the feminist standing of the researchers. (Author/PGD).

Shakeshaft, Charol Hanson, Marjorie

Androcentric Bias in the Educational Administration Quarterly.

Pub Date-Mar 82
Note-51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Content Analysis, *Educational Administration, *Educational Research, Generalization, Literature Reviews, Measures (Individuals), *Research Design, *Research Methodology, *Research Problems, Sampling, *Sex Bias
Identifiers-*Educational Administration Quarterly

To explore androcentric bias in the Educational Administration Quarterly'' (EAQ), researchers performed a content analysis of 90 articles from ten volumes of the EAQ (1970-1979). An initial demographic analysis of the articles looked at the author's gender, article focus, and use of sexist language. The researchers then examined five aspects (comprising 19 variables) of each of the articles: (1) research problem selection and formulation, including such variables as the article's conceptualization of roles, the significance of the problem for women, and the exploration of gender as a variable; (2) review of previous research, including the gender of authors reviewed; (3) specification of the population and sample selection, involving the gender balance of samples and the justification of sample imbalance; (4) validity of methods and instruments, concerning sex-biased research instruments and surveys and interviewer-interviewee genders; and (5) interpretation of results, including generalization to gender groups and explanations of gender differences. The results of the analysis indicate that androcentric bias exists in all phases of research reported in the ten EAQ volumes. A copy of the data collection instrument is appended. (Author/RW)

ED 216 443 EA 014 616

Hughes, Abby L. Ogawa, Rodney T.

The Decision Seminar as a Training Framework: An Exploratory Assessment.

Pub Date-Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Decision Making, Educational Administration, Graduate Study, Higher Education, Models, Observation, Outcomes of Education, Problem Solving, *Teaching Methods

Identifiers-*Decision Seminars

To explore the utility of decision seminars as instructional tools in educational administration training, researchers observed two one-quarter graduate courses in educational administration at Ohio State University. In the courses one with 13 students, the other with 18 the decision seminar was used as an instructional framework within which planning and problem-solving simulations were conducted. The decision seminar is a social planning and problem-solving model comprising five components: (1) the management framework or setting for decision-making, (2) five problem-solving tasks, (3) a model identifying seven social process elements, (4) eight community value categories, and (5) a decision phase analysis that identifies six implementation and evaluation steps. Course observation and interviews with course participants indicate that four types of learning outcomes in the classes could be attributed to the decision seminar framework. The first two types included prescriptive (or normative) learning about the way decision-making should be structured and descriptive learning about the process by which decisions are made. The second two types involved prescriptive and descriptive learning about the collection and use of information needed for making a decision. (Author/RW)

ED 216 444 EA 014 617

Richardson, Rita C. Thompson, Bruce

Ego Development and Power Base Reliance of School Principals.

Pub Date-82

Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Developmental Stages, Elementary Secondary Education, *Individual Power, *Personality Development, Power Structure, *Principals, School Surveys, *Self Concept, Teacher Attitudes

To test the relationship between school principals' level of ego development and their use of power bases, researchers surveyed principals and teachers in 70 schools in a southern urban area. Ego development levels were defined as either conformist or conscientious or a transitional conscientious-conformist level. Principals have seven power bases to rely on: rewards, coercion, legitimacy, others' feelings of "oneness" with the principal, expertise, information, and connections to powerful others. The 70 principals' ego development level was tested using the Loevinger Sentence Completion Test. A survey of 308 teachers in the 70 schools used the Richardson Power Profile, developed by the authors, to measure each principal's reliance on different power bases. Correlation of the results showed there were no statistically significant differences in the patterns of power base use by principals grouped according to levels of ego development. These findings indicate that principals are psychologically able to vary power base use depending on situational factors. (Author/RW)

ED 216 445 EA 014 618

Massey, Romeo M.

A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.

Pub Date-Mar 82
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness, Costs, *Instructional Materials, Material Development, *Media Selection, Models, Purchasing, *Vocational Education
Identifiers-*Vocational Instructional Materials Acquisition Sys

To assist the Division of Vocational Education (DVE) of the Florida State Department of Education, the author conducted a cost analysis of state-level models for acquiring competency-based instructional materials in vocational education. Two DVE-developed models of materials acquisition were examined: a centralized, single-option model in which the DVE developed its own materials, and a multioption model called VIMAS (Vocational Instructional Materials Acquisition System) that allowed purchase, free acquisition, adaptation, or development of materials. The average acquisition costs of five DVE projects using the single-option development model were compared with the average costs of 12 projects using the multioption model. Data were gathered on total acquisition costs, cost by acquisition option, costs of materials development and production, personnel costs, overhead, and costs to the original developers of materials. Data analysis with controls for inflation indicates that the VIMAS multioption model is less expensive than the single-option development model. Definitions of the cost categories used are appended. (RW)

ED 216 446 EA 014 619

Miller, Joyce R.

A Selected Bibliography Related to Alternative School Systems.

Pub Date-Dec 81

Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). An Independent Study submitted to fulfill requirements for Education 883, Michigan State University, East Lansing, MI.

Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooperative Education, Core Curriculum, *Educational Innovation, Elementary Secondary Education, Experimental Schools, Flexible Scheduling, Free Schools, Individualized Instruction, Interdisciplinary Approach, Multigraded Classes, Nongraded Instructional Grouping, *Nontraditional Education, Open Education, Team Teaching, Vocational Education

To help educators continue to refine approaches to nourishing children's imaginations, this bibliography brings together 652 references on alternative school systems. The references are arranged into 17 categories and indexed by subject category and author. The categories include alternative, cooperative, experimental, interdisciplinary, and vocational education as well as the core curriculum, the Dalton Plan, educational innovations, free schools, individualized instruction, modular scheduling, multi-age grouping, nongraded schools, open classrooms, Northeast High School and the Parkway Program in Philadelphia (Pennsylvania), and team teaching. (RW)

ED 216 447 EA 014 620

Ralph, John H.

Vouchers Revisited: The Prospects for Education Vouchers in the Eighties.

Pub Date-Mar 82

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Demography, Educational Finance, Educational Trends, *Educational Vouchers, Elementary Secondary Education, *Futures (of Society), Political Influences, Prediction, Public Schools, School Choice, *School Support, *Sociocultural Patterns

Political and social changes that have increased the public's interest in educational vouchers are summarized in three categories. The first category, new support for the arguments made by voucher advocates, includes Milton Friedman's suggestion of a free and competitive market for education, and John E. Coons and Stephen D. Sugarman's advancement, in their book Education by Choice: The Case for Family Control,'' of the benefits of allowing parents to choose their child's education. Other support for the voucher system has come from James Coleman and some prominent civil rights leaders who suggest that educational

vouchers are an attractive alternative for black families. The second category, recent shifts in the political climate, encompasses Reagan's emphasis on a competitive market place, evangelical religious groups with political leanings like the Moral Majority, and taxpayer-rights groups. The third category of changes, social and demographic trends, includes the lack of support for public schools; an aging population paying an increasing portion of property tax revenues; and the white population's declining proportion of public school enrollments in the 1980s. (Author/MLF)

ED 216 448 EA 014 630

Kimmelman, Paul

School Public Library Censorship and the First Amendment.

Pub Date-22 Apr 82
Note-43p.
Pub Type- Opinion Papers (120) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Freedom, Board of Education Policy, Board of Education Role, *Censorship, Civil Rights, *Court Litigation, Elementary Secondary Education, Federal Courts, *Freedom of Speech, Library Material Selection, School Libraries, *Student Rights
Identifiers-*First Amendment, *Pico v Island Trees Board of Education, Supreme Court

Censorship has become a significant problem for public school libraries and has been addressed in several court cases, including Pico v. Island Trees Board of Education, the first such case to be heard by the Supreme Court. In this case, to be decided in the summer of 1982, the school board voted to remove a group of books from school libraries, despite the recommendations of a committee appointed by the board, on the basis of charges raised against the books by a conservative parents' organization. From a review of the major earlier cases it would appear that the most equitable and efficient approach to the book removal controversy involves balancing the student's right to receive information with the school board's right to select curricular materials free from judicial intervention. (Author/PGD)

ED 216 449 EA 014 633

Wallace, Daisy G., Ed.

Developing Basic Skills Programs in Secondary Schools.

Association for Supervision and Curriculum Development, Alexandria, Va.

Spons Agency-Department of Education, Washington, DC. Basic Skills Improvement Program.

Report No.-ISBN-0-87120-111-9

Pub Date-82

Contract-300-80-0741

Note-149p.

Available from-Publications, Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314 (Order No. 611-82264; $5.00; quantity discounts; orders of $20.00 or less must be prepaid).

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role, *Basic Skills, *Communication Skills, Instructional Materials, Interdisciplinary Approach, Language Skills, Leadership Responsibility, Leadership Styles, Mathematics, Minimum Competencies, Principals, Program Development, Reading Skills, Secondary Education, *Skill Development, *Teaching Methods, Test Use, Writing Skills

Thirteen authors present twelve articles concerning the development of basic skills programs in secondary schools. These articles focus on the following topic areas: practices and strategies for teaching basic skills in secondary classrooms; language as a factor in basic skills learning; development of skills in oral communication, reading, writing, and mathematics; creation of an interdisciplinary team approach to basic skills instruction; selection of mutually reinforcing instructional materials; characteristics of tests and testing procedures used for demonstrating student achievement; the principal's role in effective development of basic skills programs; the impact of administrators' leadership styles and managerial abilities; and the significance of leadership in school administration generally. (PGD)

ED 216 450　　　　　　　　　　　　　　EA 014 634

Connors, Eugene T.

Educational Tort Liability and Malpractice.

Phi Delta Kappa, Bloomington, Ind.
Report No.-ISBN-0-87367-744-9
Pub Date-81
Note-181p.
Available from-Publications, Phi Delta Kappa, 8th and Union, Box 789, Bloomington, IN 47401 ($6.00).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Books (010)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Role, Athletics, Corporal Punishment, *Court Litigation, *Educational Malpractice, Elementary Secondary Education, Injuries, *Legal Responsibility, School Safety, Student Rights, Teacher Role, *Torts
Identifiers-Defamation, Hazardous Student Activities

Using as examples some of the more important court cases from the 1970s, as well as a few older but still important cases, this book discusses tort litigation as it affects educators. Chapter 1 presents all of the elements important to educational tort law and discusses tort terminology as well as events commonly occurring in tort actions. With the exception of the last chapter, the rest of the book examines educational tort suits arranged by topic. Chapter 2 deals with inschool injuries while chapter 3 examines injuries occuring away from school. Chapters 4 and 5 deal with specialized classes and athletics, from which come the preponderance of tort suits. Chapter 6 reviews cases concerning corporal punishment or assault and battery, while chapter 7 looks at several cases involving defamation of character. The malpractice suits presented in chapter 8 are very new but according to the author may be the most damaging of all tort suits in education. Chapter 9 summarizes all that goes before and presents some advice to educators on how to avoid tort litigation. Appendices list the relevant cases in alphabetical and subject order. (Author/PGD)

ED 216 451 EA 014 635

Kelsh, Bruce Lindelow, John

Microcomputers in Schools: Promise and Practice.

Oregon School Study Council, Eugene.

Pub Date-Apr 82

Note-31p.; A portion of this Bulletin was prepared by the ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; $3.00 prepaid; 10% discount on orders of 10 or more).

Journal Cit-OSSC Bulletin; v25 n8 Apr 1982

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Assisted Instruction, Computer Programs, Computers, Educational Improvement, Educational Innovation, Elementary Secondary Education, Futures (of Society), Information Networks, *Microcomputers

Identifiers-*Oakridge Public Schools OR, Oregon

Rapidly increasing capabilities and decreasing costs are making microcomputers ever more likely to find a significant role in education. Already valuable as management tools, the computers have shortcomings as instructional aids largely due to lack of adequate software. Rapidly increasing demand could provoke dramatic improvements in software in the near future. The Oakridge (Oregon) School District, a relatively small district, has been including computer instruction among its offerings at the middle and high school levels since the late 1960s. As a result of its experiences and the success of its students, the district is more committed to computers now than ever. During the two years from 1979 to 1981 the number of microcomputers used in schools in Oregon as a whole increased 800 percent and statewide organizations have developed several services to aid computer users in education throughout the state. (Author/PGD)

ED 216 452 EA 014 636

What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981).

Horace Mann Learning Center (ED), Washington, DC.; National Center for Education Statistics (ED), Washington, DC.

Pub Date-7 Apr 81

Note-258p.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Catholic Schools, Educational Policy, Financial Support, High Schools, Hispanic Americans, Longitudinal Studies, *Outcomes of Education, *Private Education, *Private Schools, Program Effectiveness, Public Policy, Public Support, Racial Segregation, Religious Discrimination, Research Methodology, School Demography, Social Discrimination, Social Science Research, Socioeconomic Status, Sociology, Statistical Data, Statistical Studies, Tables (Data), Tax Credits, Tuition

Identifiers-*High School and Beyond (NCES), *Public and Private Schools (Coleman et al)

During the spring of 1980, 59,000 students from over 1,000 public and private high schools were surveyed to obtain base-year data for a projected longitudinal study entitled High School and Beyond.'' Intended to provide background information for making policy decisions, the study focused on four specific policy concerns: discipline, Hispanics, work, and private schools. This document is a verbatim transcript of an April, 1981 conference at which James Coleman, the project's principal investigator, presented his draft report on private schools. The report focused primarily on whether or not the data bore out the claims made favoring or opposing federal support for private education. The central issues in this debate are whether the quality of cognitive and affective learning is greater in private schools than in public schools, and whether private schooling is a divisive force in our society. The conference also included a report by Andrew Greeley of his work on the impact of Catholic education, based on the same survey data. A discussion of both reports by eight experts and responses to questions from the audience, concerned particularly with methodological matters and with the findings' implications for federal educational policy, concluded the conference. (Author/PGD)

ED 216 453 EA 014 637

McColly, William

The Japanese Form of Management: Will It Work in American High Schools?

Spons Agency-Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date-20 Mar 82

Note-35p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (66th, San Francisco, CA, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Principles, Community Involvement, Educational Administration, Educational Change, Educational Improvement, Educational Objectives, High Schools, Independent Study, Management Teams, Parent Participation, *Participative Decision Making, Student Participation, Student Responsibility

Identifiers-*Lawrence Township Metropolitan School District IN

Through participation in a Kettering Foundation project, the Lawrence North High School in suburban Indianapolis (Indiana) has successfully implemented a number of the management practices that apparently underlie the productivity of Japanese businesses. Led by the principal, the school has committed itself to four basic concepts from the Japanese model: allowing all affected persons a share in the decision-making process, developing a spirit of trust at all levels within the school, establishing a clearly stated mission, and focusing on continuous improvement. The school's specific goals for school improvement include involving parents in education, fostering self-direction in students, and encouraging use of community resources. An advisement homeroom cluster organization provides for close communication among and involvement of teachers, counselors, students, parents, and administrators in school activities and decisions. A program to train the staff in group problem solving and decision-making skills has also been developed. The project appears to have led in its first two years of existence to improved attendance by both students and teachers, better communication and participation among all parties, successful new programs for students, and reduced vandalism. (Author/PGD)

ED 216 454 EA 014 638

Johnson, Maggie

Legal Services for Oregon School Districts.

Oregon School Study Council, Eugene.
Pub Date-Feb 82
Note-33p.
Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; $3.00 prepaid; 10% discount on orders of 10 or more).
Journal Cit-OSSC Bulletin; v25 n6 Feb 1982
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Collective Bargaining, *Compliance (Legal), Educational Policy, Education Service Centers, Elementary Secondary Education, Labor Relations, Lawyers, *Legal Aid, *Legal Responsibility, *Resource Staff, *School Districts, State Departments of Education
Identifiers-*Oregon

This bulletin looks at the legal services used by school districts in Oregon from three perspectives. First, general ways districts use legal assistance are discussed. Second, profiles of three districts provide examples of different possibilities for hiring and consulting legal counsel, with special attention paid to meeting the demands of Oregon's collective bargaining law. The districts, of different sizes and organizational structures, are Jefferson School District, a central Oregon district with 2,300 students; Jackson County Educational Service District, serving 10 school districts in southern Oregon; and Beaverton School District, a suburban district near Portland with 20,500 students. Finally, the bulletin describes services offered by two statewide educational organizations, the Oregon Department of Education and the Oregon School Boards Association, both of which can provide assistance to districts but cannot themselves provide legal advice. (Author/PGD)

ED 216 455 EA 014 639

Rosenbaum, Nelson, Ed.

Citizen Participation: Models and Methods of Evaluation. Working Paper Series.

Center for Responsive Governance, Washington, DC.

Pub Date-81

Note-87p.; Tables 1 and 2 may reproduce poorly due to small print of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Organization, Administrative Policy, *Citizen Participation, Decision Making, *Evaluation Methods, *Evaluation Needs, Models, Participative Decision Making, Policy Formation, Power Structure, Research Methodology, *Research Needs

Before citizen participation in administrative decision-making can be evaluated in a way that is both rigorous and relevant to policy development, there must be some minimal consensus among evaluators and policy-makers concerning the types of questions that should be asked and the methodologies that should be used. This document consists of edited versions of 10 papers addressing the development of adequate methods and models for such evaluations. The papers were originally presented at a national symposium on citizen participation held in Washington, D.C. in February, 1980. The first four papers discuss the views of public officials and citizen leaders on the need for evaluation studies and on the types of information that would be most useful to obtain. The next two papers review existing evaluation research, including that on the quality of participation processes and techniques and that on the impact of these processes on decision-making. The last four chapters examine the views of federal program managers on the utilization of evaluation studies in designing citizen participation processes. (Author/PGD)

ED 216 456 EA 014 640

Green, Edward T.

Collective Bargaining in Education, 1981: The State of the Art.

Pub Date-19 Aug 81

Note-12p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, *Contracts, Educational Administration, Elementary Secondary Education, Employer Employee Relationship, *Government Employees, Labor Relations, Negotiation Impasses, Planning, Public Opinion, School Districts, *Teacher Strikes, Unions

Whether or not collective bargaining in the public sector becomes a universal practice, work stoppages cannot be considered an acceptable method for resolving contract disputes. Public opposition to strikes by teachers is growing. School districts and teachers must realize that collective bargaining is a process of compromise, and that candor, respect, flexibility, and mutual agreement on the issues are vital to successful negotiation. Mutual planning of the bargaining timetable can allow adequate preparation, permitting both sides to negotiate from facts rather than from emotions. Careful selection of expert negotiators with adequate time to prepare for and perform their functions is crucial. Among the more important aspects of successful collective bargaining are precise specification of allowable grievance issues and procedures, attention to provisions concerning fringe benefits and job security, and fair administration of contracts once they are negotiated. (Author/PGD)

ED 216 457 EA 014 641

Banta, Trudy Cunningham, Jo Lynn

A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.

Spons Agency-Department of Agriculture, Washington, D.C.; Tennessee State Dept. of Education, Nashville.

Pub Date-Mar 82

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Elementary School Students, Elementary Secondary Education, *Evaluation Methods, Food Service, *Nutrition Instruction, Staff Development, *State Programs, Student Development, Student Evaluation

Identifiers-*Tennessee Nutrition Education and Training Program

Pursuant to the provisions of the National School Lunch Act and Nutrition Amendments of 1977, Tennessee instituted a statewide nutrition education program aimed at educators, school food service personnel, and children in schools and child care institutions. Establishment of an evaluation team early in the program development process proved beneficial in that the evaluators helped develop measurable program objectives, and were able to assist in needs assessment and in the measurement of the base-line conditions prior to the program's implementation. A comparison of the nutritional knowledge and nutritional practices of students in 48 elementary schools revealed that, in a majority of the grade levels evaluated, students who had participated in the program less than a year exhibited greater knowledge and better practices than did students in schools where the program had not been implemented. (Author/PGD)

ED 216 458 EA 014 642

Johnson, Carroll

Board Spats Getting You Down? Here's How to Resolve Them.

National School Boards Association, Washington, DC. Educational Policies Service.

Pub Date-Apr 82

Note-6p.

Journal Cit-Updating School Board Policies; v13 n4 Apr 1982

Pub Type- Opinion Papers (120) - Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board Administrator Relationship, *Board of Education Policy, *Boards of Education, Elementary Secondary Education, Group Behavior, *Group Unity, Leadership Responsibility, *Organizational Effectiveness

The effectiveness of boards of education depends on many factors. Significant among these are maintenance of the board's group identity, proper conduct of meetings, development of community respect through dignified and courteous behavior, establishment of good listening habits by board members, united follow-through on majority decisions, and support for the superintendent. The institution and periodic review of written policies addressing board unity and suitable conduct can help assure the board's continued effectiveness. (Author/PGD)

ED 216 459 EA 014 643

Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools.

Wichita Public Schools, Kans.
Pub Date-Apr 81
Note-156p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accountability, *Basic Skills, *Educational Assessment, Educational Objectives, *Educational Planning, Educational Quality, Elementary Secondary Education, Evaluation Methods, Institutional Evaluation, Mathematics, Models, Program Effectiveness, Reading Skills, Social Studies, *Testing, Test Validity, Vocational Education, Writing Skills
Identifiers-*Wichita Public Schools KS

A desire for greater accountability in the basic skills areas in the Wichita (Kansas) Public Schools led the board of education to establish a 58-member task force to study the situation. This document comprises the final reports of subcommittees in six areas of investigation: reading, mathematics, social studies, written composition, vocational education, and testing and evaluation. Each report responds to the following five charges made by the board of education: (1) study and report on current methods for measuring educational quality in the district; (2) report on the validity of current measurement tools and on how those tools can be improved; (3) state in quantitative terms what the current measurements reveal about the district's educational system; (4) recommend accountability goals that the district should seek over the next few years; and (5) determine who is responsible for qualitative education and what is being done to hold them accountable at each level in the district. Appendices include a program accountability model, a listing of resource materials, and minority reports. (Author/PGD)

ED 216 460 EA 014 644

Annotated Bibliography. Conference Materials: Strategy Conference on Education and the Economy (Washington, D.C., September 22-24, 1981).
Harvard Univ., Cambridge, Mass. Center for Law and Education.
Pub Date-Sep 81
Note-7p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Community Development, Economic Change, Economic Development, *Economics, Educational Economics, Educational Vouchers, Federal Government, Federal Programs, *Public Policy, Tax Credits, Tuition

The 22 items included in a packet distributed to participants at a 1981 conference on education and the economy are listed in this annotated bibliography, with sources for the items identified. The materials include articles, chapters from books, and monographs, as well as a resource guide and bibliography concerning rural economic and community development. Topics addressed in the materials include the Reagan administration's impact on education; current trends in the American economic picture; tuition tax credits and educational vouchers; tax relief; and economic development at the community level. (PGD)

ED 216 461 EA 014 645

Kraemer, Kenneth L. Perry, James L.

Camelot Revisited: Public Administration Education in a Generic School. Management Research Program.

California Univ., Irvine. Graduate School of Administration.; California Univ., Irvine. Public Policy Research Organization.

Report No.-GSA/PPRO-WP-80-104

Pub Date-Mar 80

Note-27p.; Paper presented at the National Conference on Teaching Public Administration (3rd, Olympia, WA, May 30-31, 1980).

Available from-Public Policy Research Organization, University of California at Irvine, Irvine, CA 92717 ($4.50).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Administration Education, Educational Objectives, Educational Theories, Higher Education, Public Administration, *Public Administration Education, *School Organization

The belief that the similarities between business administration and public administration are more significant than the differences led in the 1950s to the development of schools teaching administration as a generic process. This paper reassesses eight tenets underlying the generic model for administrative education, drawn from the work of early advocates and developers of the concept. Directed toward both the nature of the concept and its implementation, these eight tenets hold that (1) significant phenomena and problems are common to the many fields of administration; (2) a common body of knowledge and methodological approach exists; (3) many administrators will work in the business, government, and education sectors in various combinations during their careers, and can be trained in all simultaneously; (4) the allocation of faculty resources is based on the programmatic integrity of both the core and the institutional areas; (5) recruitment of students and placement of graduates need not be differentiated among client groups; (6) the academic experience facilitates preparation for private and public management equally; (7) the commonalities of the generic ideal can overcome traditionally differentiating forces in the university environment; and (8) generic schools are efficient vehicles for education in public and private management. (Author/PGD)

ED 216 462 EA 014 647

Glaser, Roberta E. Kley, Raymond C.

Keeping High Risk Students in School.

Pub Date-Mar 82

Note-17p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (66th, San Francisco, CA, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Exploration, Career Guidance, *Dropout Prevention, Dropout Programs, Dropouts, Job Placement, Job Skills, Job Training, Potential Dropouts, *School Holding Power, Secondary Education, State Programs, Student Employment, *Vocational Education, Vocational Education Teachers, *Work Experience Programs

Identifiers-*Occupational Work Adjustment Program, Ohio, Work Experience Career Exploration Program

Ohio's Occupational Work Adjustment (OWA) program is a one- to two-year ungraded vocational program for fourteen- and fifteen-year-olds who have been identified as potential dropouts from the regular educational program. Begun on a pilot basis in 1967, OWA served over 80,000 students in 499 programs during the 1981-82 school year. The goal of OWA, which finds its legal basis in the U.S. Department of Labor's Work Experience and Career Exploration Program, is to reorient these students toward successful completion of a vocational or academic high school program. Students staying in school in order to participate in the program are assisted in finding job placements in the school or in the community, working during two consecutive class periods each school day and up to 23 hours each week. Students in the program have special classes together dealing with job and social skills and with mathematics and language arts, as well as taking classes in the regular school curriculum. Certified teachers with specialized training act as program coordinators, diagnosing the students' academic needs, developing appropriate individual educational plans, and leading career exploration activities. This report also includes a review of the literature on the dropout problem. (Author/PGD)

ED 216 463 EA 014 709

Kirst, Michael W. And Others

Policy Research and Educational Policy-Making: Toward a Better Connection.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Feb 81
Contract-OB-NIE-G-80-0111
Note-253p.; Appendices and some tables may reproduce poorly due to illegibility and broken print of original document.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Attitudes, Educational Policy, *Educational Research, *Information Dissemination, Information Needs, *Information Utilization, Models, *Research Utilization, Social Science Research, State Officials, State Surveys, Theories, User Satisfaction (Information)
Identifiers-California, Maryland, Virginia

The effectiveness with which research findings are disseminated to policy makers in education, particularly at the state level, is explored in the four chapters of this report. In chapter 1, Linda J. Nelson reviews the literature and determines that policy makers do make important, but indirect, use of research. She suggests that research institutes can adopt a number of strategies to make research more useful. The second chapter, by Eugene Bardach, proposes a theory of how the process of research dissemination works. Bardach argues that the cost of consuming social science research is high while the specificity of the contexts in which the research can be used lowers its average value, especially as compared with research in the natural sciences. Low rates of research use may result more directly from this situation than from problems in dissemination. Chapter 3, by Nelson and Michael W. Kirst, reports on a survey of 266 policy makers in California, Virginia, and Maryland conducted to determine the informational needs and disseminational preferences of educational policy makers at the state level. The final chapter, by Christopher Bellavita, discusses the strategies used for dissemination by information-producing organizations, as well as their recommendations and cautions. (Author/PGD)

ED 216 464 EC 142 413

The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
City Univ. of New York, N.Y. Hunter Coll.
Spons Agency-New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Report No.-NYSED-81-9058
Pub Date-Apr 81
Note-273p.; For related documents, see EC 142 414-415. Prepared by the Special Education Development Centers at Hunter College.
Available from-New York State Education Department Publication Sales Desk, Room 169, Education Building Annex, Albany, NY 12234 (no price quoted).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum Guides, *Disabilities, *Drama, *English Instruction, Fiction, High Schools, Intermediate Grades, Junior High Schools, *Learning Activities, *Literature, *Poetry, Student Attitudes

The first of three volumes presenting a curriculum designed to help nonhandicapped students understand students with disabilities focuses on the use of literature to foster that understanding in junior and senior high. The first section examines literature in high school, and presents lessons (theme, objectives, and discussion guides) for five works of fiction: Of Mice and Men,'' Flowers for Algernon,'' To Kill a Mockingbird,'' I Never Promised You a Rose Garden,'' and The Heart is a Lonely Hunter.'' The drama section provides lessons for Richard III,'' The Glass Managerie,'' and The Miracle Worker.'' Poems are included in a separate section with selections on blindness, deafness, and physical impairment. Literature for junior high and intermediate schools is represented by fiction (Summer of the Swans,'' Deenie,'' and Listen for the Fig Tree''), nonfiction (Karen'' and Tom Sullivan's Adventures in Darkness'') and poems about deafness and physical impairment. (CL)

ED 216 465 EC 142 414

Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities.

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency-New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Report No.-NYSED-81-9057

Pub Date-Apr 81

Note-218p.; For related documents, see EC 142 413-415. Prepared by the Special Education Development Center at Hunter College.

Available from-New York State Education Department Publication Sales Desk, Room 169, Education Building Annex, Albany, NY 12234 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Cerebral Palsy, Curriculum Guides, *Disabilities, Epilepsy, Family Life Education, *Health Education, Hearing Impairments, High Schools, Junior High Schools, Lesson Plans, Manual Communication, Marriage, Neurological Impairments, Physical Disabilities, *Science Education, Secondary Education, *Secondary School Science, Sensory Aids, Student Attitudes, Vision, Visual Impairments

Intended to extend the existing science and health education curriculum at junior and senior high school levels, the curriculum presents four mini-units on specific disabilities. The first section provides lesson plans about hearing impairments, and includes four lesson plans listing themes, objectives, and discussion guidelines for such topics as causes and effects of hearing impairments, manual communication, and myths and facts about hearing impairments. A mini-unit on visual impairment contains four lessons on topics including the visual process, different types of visual impairment, and aids and adaptive techniques for the visually impaired. The third mini-unit, on nervous system disorders, presents lessons on such topics as physical problems arising from nervous system disorders, epilepsy, cerebral palsy, and spina bifida, and other spinal chord disorders. Scoliosis is the subject of a fourth section. A final section is devoted to love, marriage, and parenthood for people with physical disabilities. (CL)

ED 216 466 EC 142 415

The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities.

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency-New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Report No.-NYSED-81-9055

Pub Date-Apr 81

Note-91p.; For related documents, see EC 142 413-414. Prepared by the Special Education Development Center at Hunter College

Available from-New York State Education Department Publication Sales Desk, Room 169, Education Building Annex, Albany, NY 12234 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accessibility (for Disabled), Attitudes, *Civil Rights, *Disabilities, Federal Legislation, High Schools, Junior High Schools, Lesson Plans, *Social Studies

The third in a series of volumes designed to foster understanding of handicapped students is intended for junior and senior high school teachers. Lesson plans, discussion guides, and fact sheets are presented on the rights of the disabled, in separate sections tailored for high school and junior high levels. The high school section includes a review of the definitions and conceptualizations of the handicapped, employment rights, accessibility, and the rights of the mentally retarded. The section designed for junior high instruction touches on such topics as constitutional and legislative guarantees, and accessibility surveys. Resources and references are listed throughout. (CL)

ED 216 467 EC 142 416

Chow, Stanley H. L. And Others

A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 81
Grant-G007902007
Note-68p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, Intermediate Grades, *Learning Disabilities, *Mainstreaming, Sex Differences, Teacher Behavior, Time on Task

To study the in class learning experiences of mainstreamed handicapped students, academic learning time (ALT) was measured for 79 mainstreamed learning disabled (LD) and 143 regular fifth and sixth graders in year 1 and 62 mainstreamed LD students and 166 regular students in year 2. Analyses of student records, responses to teacher questionnaires, and classroom observation revealed significant differences between LD and regular Ss in all five year 1 ALT variables: allocated time, engaged time, time on high success tasks, time on medium success tasks, and time on low success tasks. When ALT is defined as percent of time on high success tasks, mainstreamed students had less than half the ALT of their regular counterparts. Factors associated with ALT included sex (girls tended to have more engaged time and high success time, and less medium success time than boys) and age (younger mainstreamed girls had more ALT than older students in general). The relationships of teacher background variables to ALT variables was negligible. The teacher's instructional behavior was strongly correlated with student engagement. Overall, ALT measures were relatively unstable from 1 week's observation to the next, and from one study year's average to the next. (CL)

ED 216 468 EC 142 418

Wohlfarth, H. Sam, C.

The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Oct 81
Note-65p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aggression, Attention, Behavior Problems, Classroom Environment, *Color, Elementary Education, *Light, *Severe Disabilities, *Visual Environment

The effects of varied lighting and coloring in the classroom environment were examined on the behavior of seven severely handicapped 8 to 11 year olds with behavior problems. Analysis of changes in systolic blood pressure indicated that Ss were more comfortable and relaxed in the experimental room (in which the fluorescent lights were replaced by lights simulating sunshine in the visible and ultraviolet spectrum). Blind Ss were as affected as sighted Ss. Aggressive and nonattentive behaviors appeared more frequently in the afternoon than the morning, while destructive behavior was more likely to occur in the morning. (CL)

ED 216 469 EC 142 419

Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)).

Kansas State Dept. of Education, Topeka.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Nov 81
Grant-G008002828
Note-124p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agency Cooperation, Coordination, Delivery Systems, *Disabilities, *Preschool Education, Program Administration, *Program Development, Program Evaluation, Special Education, State Programs
Identifiers-*Kansas

The year end report documents the activities of a Kansas state implementation grant for the education of preschool handicapped children. Activities and accomplishments are outlined for two components: administration, planning, and management to meet current needs (management of existing network of programs, stimulation of programs for unserved preschoolers, and provision of appropriate staff training); and development of a long range plan for an interagency delivery system. The bulk of the document, composed of appendixes, includes excerpts from the Kansas state plan for special education, information on teacher certification, and various reports on early education prepared for legislative committees. (CL)

ED 216 470 EC 142 420

Jones, Carol S.

Oral Composition in the Classroom (Handicapped Students).

Pub Date-Nov 81

Note-17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981). Print is poor in parts.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiotape Cassettes, Aural Learning, College Students, *Hearing Impairments, *Physical Disabilities, Two Year Colleges, *Videotape Recordings, Visual Learning, *Writing (Composition)

A teacher of hearing impaired students describes an approach to oral composition in which a student's sign language telling of a story was videotaped and then students were asked to write a draft on their topic. Results demonstrated the need to focus on coherence through the use of transitions. She suggests that benefits of the video-oral drafting technique include the recognition for the student of the differences between oral and written language and the opportunity for the teacher to isolate areas which could be improved through instruction. A second approach is described in which an audiotape was used to help a cerebral palsied quadriplegic student organize her compositions. (CL)

ED 216 471 EC 142 421

Houck, Cherry And Others

The Learning Disabled Adolescent: Parents Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-Feb 82

Grant-G008001292

Note-57p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescents, Community Role, *Daily Living Skills, Elementary Secondary Education, *Interpersonal Competence, *Learning Disabilities, Parent Role, *Parent School Relationship, Socislization, *Student Characteristics

Issues involved in the education of adolescents with learning disabilities (LD) include the necessity for the student to surmount organizational problems at home and at school, and the effects of inadequate social skills and the fear of failure. Parents of LD students should understand their rights in the assessment process, and should be acquainted with features of appropriate assessment (such as the use of more than one test score and the importance of continual assessment). Program planning requires cooperation between parents and schools. Intervention should focus on promoting self assurance and independence, developing social skills, and preparing for career decisions. Examples are given of ways in which parents can help at home and suggestions are made about the support roles of parents, the school, and the community. (CL)

ED 216 472 EC 142 422

Abernathy, Sandra M.

Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education.

Pub Date-Dec 80

Note-21p.

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Definitions, Educational History, Elementary Secondary Education, Federal Programs, *Federal Regulation, *Gifted, State Standards, *Talent, *Talent Identification, Teacher Certification, Trend Analysis

The federal government's interest in gifted education is traced from the Education Amendments of 1969, and the effects of social forces, such as Sputnik, the Great Society'' ideal, and the economic requirements for trained, qualified, and creative personnel, is examined. Increased emphasis on gifted/talented education at the state level is noted, and the impact of judicial rulings is explored. Considered are the lack of standardization in definition and identification procedures and the need for culture free methods of identification. Teacher certification requirements for Alaska, Kansas, New Mexico, North Carolina, Ohio, Oklahoma, and Pennsylvania are described in an appendix. (CL)

ED 216 473 EC 142 423

Davis, Hilarie And Others
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
State Univ. of New York, Brockport. Coll. at Brockport.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-81
Note-114p

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Critical Thinking, Curriculum Guides, *English Instruction, Evaluative Thinking, *Gifted, Learning Activities, *Mathematics Instruction, *Science Instruction, Secondary School Science, *Social Studies, Synthesis, Units of Study

The curriculum, designed for use with gifted students at the junior high level, presents units of instruction which emphasize the higher level thinking skills of analysis, synthesis, and evaluation. An introductory section explains each of the three higher level skills and presents tasks illustrating each one. Four units are presented, complete with a list of objectives and learning activities: an English unit on characterization (character description, credibility, contrasts, and actions); a math unit on real numbers (binary operations, fields, abstract systems); a science unit on heat (uses, types, and definition of heat); and a social studies unit on government (state, local, county, and town government). (CL)

ED 216 474 EC 142 425

Coley, Joan D. Fennell, Francis M.

Developing an Evaluation Model for Gifted Programs.

Pub Date- 81

Note-25p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, *Gifted, *Models, *Program Evaluation, Talent, Tests

The report describes a model used to evaluate gifted programs. The model is said to rely on three sources of data: (1) structured narrative observation (the Gifted Class Activities Observation Scale); (2) teacher interviews; and (3) pupil interviews. (Sample forms appended.) The application of theory with this procedure resulted in an evaluation model featuring input (identification process, cognitive student growth, levels of thinking, classroom conditions, and attitude toward program) and such program data sources as student achievement, aptitude test data, principal and supervisor recommendations, outside evaluation, and pupil questionnaires. It is concluded that the model and related instruments provide for a viable, yet not overly burdensome, evaluation. (CL)

ED 216 475 EC 142 426

Pentre, Barbara Weisert, Hilde

Project CODE: Career and Life Planning. Teacher Manual.

Vernon Township Public Schools, NJ.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-80
Note-98p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Counseling, Career Education, Curriculum Guides, *Disabilities, Employment Interviews, Employment Opportunities, *Interpersonal Competence, Secondary Education, Self Concept

The curriculum applies career counseling principles to students with learning and/or emotional problems. Social effectiveness training is combined with the career and life planning based approach. The model uses performance objectives and a behavior analysis approach to instruction, and increases student direction as the units progress. The following three units are detailed (sample activities in parentheses): social effectiveness skills (ways to change people's behavior toward you, use of diaries to increase self management, and contingency contracting); self awareness skills (finding out abilities, interests, and goals); and successful job campaign skills (role playing, job interviews, letter writing, skill analysis). (CL)

6

ED 216 476 EC 142 427

Marion, L. Marvin

A Tribute to the Donkey.

Pub Date-Oct 81

Note-15p.; Paper presented at the Annual Meeting of Plains Regional Conference of International Reading Association (9th, Des Moines, IA, October, 1981).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Activities, Elementary Education, *Gifted, Junior High Schools, Learning Activities, Middle Schools, Units of Study

The "mini-unit" for gifted students at the elementary and middle or junior high school levels presents 27 activities based on B. Bloom, E. P. Torrance, and F. Williams' models of instruction. Activities focus on the theme of the donkey and include such tasks as using nonverbal communication to make a model donkey; brainstorming resources, references, and materials for independent study on the donkey; visualizing imagery while listening to music; writing and illustrating a story about a donkey; composing poetry; writing skits; and reading stories about donkeys. (CL)

ED 216 477 EC 142 428

Marion, L. Marvin

The Bottomless Churn: An Antique World of Collectibles. A Unit for Gifted and Talented Students.

Pub Date-Oct 81

Note-26p.; Paper presented at the Annual Meeting of Plains Regional Conference of International Reading Association (9th, Des Moines, IA, October, 1981).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, *Gifted, *Hobbies, Learning Activities, Recreational Activities, Talent, Units of Study

Identifiers-Collecting (Hobby)

The mini-unit'' focuses on the hobby of antiques and collectibles for gifted students. Among 10 objectives listed for the unit are to exhibit elaboration of ideas, use visual imagery, and learn social courtesies by working with older people in the community. Activities emphasize brainstorming, writing, conducting interviews, going on field trips, reading resource materials, and performing research. The 62 activities are said to be based on theories of F. Williams and B. Bloom. (CL)

ED 216 478 EC 142 429

Nasca, Donald Davis, Hilarie Bryce

Verbal Interaction Behaviors of Teachers of the Gifted.

Spons Agency-New York State Education Dept., Albany.
Pub Date-2 Nov 81
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Gifted, Grouping (Instructional Purposes), *Questioning Techniques, *Student Teacher Relationship, *Teacher Behavior, Teacher Qualifications, Verbal Communication
Identifiers-Blooms Taxonomy

Trained and untrained teachers (N 37) of gifted students (grades 2 through 6) were observed and compared in the areas of individualization, cognitive quality of interaction, response patterns, and overall differentiation. Teachers were trained in applying B. Bloom's taxonomy to questioning techniques and in using management strategies for individualized instruction. As hypothesized, trained teachers used a greater variety of instructional patterns, asked more higher cognitive level questions and responded more facilitatively. Students in these classes gave more higher level responses and initiated interaction more often. Unexpected results included an indication that the most higher cognitive level activity occurs in small group settings. Results indicated that a teacher's qualifications for facilitative classroom interact[illegible] lie in use of a variety of grouping patterns, spontaneous use of h[illegible]r level questions, and facilitative responding rather than correcting or praising comments. (Author/CL)

ED 216 479 EC 142 430

Kenney, Donald S., Ed.

Handicapped Infant and Preschool Children: Program Guidelines.

California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-81
Grant-G007803812
Note-79p.
Available from-California State Deptartment of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802 ($2.50 each, California residents add sales tax).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Disabilities, Educational Diagnosis, Eligibility, Guidelines, *Handicap Identification, Individualized Education Programs, *Infants, *Preschool Children, *Screening Tests, State Programs, Student Evaluation, Student Placement
Identifiers-*California

Guidelines address California's procedures for the operation of programs for handicapped infants and preschool children. Legal requirements of P.L. 94-142, the Education for All Handicapped Children Act, and the California State Plan are reviewed. Program guidelines focus on eligibility, child assessment, placement in the least restrictive environment, individualized education programs, parental involvement, curriculum activities, related services, administration and personnel, due process provisions, and evaluation activities. Three primary sources of funding are described: preschool incentive grants, state discretionary funds, and federal demonstration funds. Four appendixes include a list of screening and diagnostic instruments appropriate for young children and abstracts of 22 programs serving infants and preschoolers. (CL)

ED 216 480 EC 142 431

Arts for the Gifted and Talented: Grades One Through Six.
California State Dept. of Education, Sacramento.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-88p.
Available from-California State Department of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802 ($2.75 each, California residents add sales tax).
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Aesthetic Education, Art Education, Cognitive Development, Dance, Drama, Elementary Education, *Gifted, *Interdisciplinary Approach, Lesson Plans, Music, Poetry, *Talent, Visual Arts
Identifiers-*California

The booklet presents California guidelines for arts education of gifted students in Grades 1 through 6. An introductory section examines the relevance of cognitive domain factors (knowledge, comprehension, application, analysis, synthesis, and evaluation) to the arts. The second section presents 12 sample lesson plans in creative movement and dance, 12 in music, 6 in creative dramatics, 7 in poetry, and 12 in visual arts. Section 3 details interdisciplinary activities blending drama, movement, dance, language arts, social studies, science, and the visual arts. A glossary of approximately 120 terms used in visual arts, music, drama, poetry, and dance is also included. (CL)

ED 216 481 EC 142 433

Wilson, M. Lee
Rural Alaska WISC-R Norms.
Pub Date- 81
[illegible]p.
[illegible]Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation, *Alaska Natives, *Cultural Differences, *Local Norms, *Rural Youth, *Standardized Tests, *Test Bias, Test Norms, *Test Use
Identifiers-*Wechsler Intelligence Scale for Children (Revised)

Problems of using standardized tests with multicultural/multilingual Alaskan native students include cultural bias and examiner bias. The Wechsler Intelligence Scale for Children-Revised (WISC-R) was administered to 320 Alaskan native children in an attempt to establish local norms for the WISC-R. Results showed that bicultural/bilingual children in rural Alaska seemed to perform within the normal range for the norming sample on performance items requiring receptive knowledge of English. Verbal scores, however, showed a wide discrepancy with rural native Ss scoring significantly lower than the norming sample. The full scale IQ was also lower for the native Ss. (CL)

ED 216 482 EC 142 434

Elbaum, Louise

Working with Schools: For Parents of Children in Need of Exceptional Education.

Wisconsin Coalition for Advocacy, Madison.
Spons Agency-Wisconsin Council on Developmental Disabilities, Madison.
Pub Date-Jan 81
Note-131p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Child Advocacy, *Disabilities, Due Process, Elementary Secondary Education, Individualized Education Programs, *Parent Role, Referral, Screening Tests, Student Evaluation, Student Placement
Identifiers-Parent Materials

The handbook is designed to help parents and advocates understand their roles in the education of handicapped children. Topics covered in separate chapters are (sample subtopics in parentheses): family supports (other parents as support, advocacy, resources, parent group organizations, typical parents' feelings); screening (cautions, notification requirements, common tests used); evaluation (labels, individualized education programs, independent evaluations, diagnostic and testing terms); individualized educational plan (IEP) on placement (legal roles, IEP conferences); placement (factors in decision making, least restrictive environment); IEP for instruction (role of a good instructional plan); and fair hearings and due process (mediation, lawyers). Each chapter details the process, the parents' role, and tools for that particular topic. (CL)

ED 216 483 EC 142 435

Zentall, Sydney S.

Language and Activity of Hyperactive and Comparison Children During Listening Tasks.

Pub Date 81

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Hyperactivity, *Listening Skills, Preschool Education, *Stimulation, *Verbal Communication

Thirteen hyperactive and 13 control preschoolers participated in an examination of language and activity during listening tasks. Ss were administered three forms of the referential communication task. Their activity was recorded by a motion recorder strapped to the Ss' nondominant wrist and by observation. Transcriptions of the Ss' verbalizations during tasks were made according to productivity, dysfluencies, impulsive responses, commentary, nonwords, questions, and self guiding comments. Hyperactive Ss were more verbally and nonverbally active than control Ss during transitions between tasks and during the performance of listening tasks. However, task related movements failed to differentiate population groups. Results suggested that verbal activity was a supplementary form of self-generated stimulation. Verbal behavior of hyperactive Ss was characterized by proportionately more of the nonelicited language unrelated to the task and by greater dysfluency, but only during the referential communication tasks and training. (CL)

ED 216 484 EC 142 437

Agard, Judith Andrews Brannon, Ruth W.

Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-AAI-81-134

Pub Date-30 Nov 80

Contract-300-78-0462

Note-180p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adolescents, Compliance (Legal), Due Process, *Federal Legislation, Handicap Identification, *Individualized Education Programs, *Learning Disabilities, Mainstreaming, Parent Attitudes, *Parent Participation, Secondary Education, Student Attitudes, *Student Evaluation, *Student Placement

Identifiers-*Education for All Handicapped Children Act, Special Teens and Parents Study

The documents make up the final report and executive summary of the Special Teens and Parents (STP) study which investigated the impact of certain provisions of P.L. 94-142 (the Education for All Handicapped Children Act) on 16 learning disabled secondary students and their parents. Part I of the final report describes the study design (a clinical-ethnographic methodology); and the students (in terms of both personal and educational background). Part II looks at the impact of evaluation, individualized education program (IEP), least restrictive environment, parental involvement, and procedural safeguard provisions of P.L. 94-142. A description of class environments is appended. Among the findings discussed in the executive summary are the following: although the results of the evaluation permit a precise definition of a student's learning disability, parents often did not understand what the definition meant; the STP parents viewed the IEP document with skepticism but valued the IEP conference as an opportunity to discuss other issues related to the student's total educational program, such as possible careers and post high school education; students in self contained classes perceived stigma associated with their placement although not directed toward them personally; the successful integration of the STP students into regular classes depended on type of class,

academic ability and skill of the student, and motivation of the student; and disputes between parents and the school were usually resolved through an informal meeting. (SB)

ED 216 485 EC 142 439

Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date-Jan 82

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems, *Disabilities, Elementary Secondary Education, *Individualized Education Programs, State Legislation, *State Programs, *Student Placement

Identifiers-*New York

The paper addresses questions pertaining to the kinds of programs and placements which may be recommended in Phase I of the individualized education program (IEP), the development of Phase II in a planning conference, and the annual review of the IEP by the (New York) Committee on the Handicapped. Topics covered include the following: types of related services, resource room programs, special classes, class size, placement criteria, procedures for IEP development, the IEP planning conference, and the annual review. (SB)

ED 216 486 EC 142 440

Marx, Pat, Ed. Hall, Perry, Ed.

Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).

Wright State Univ., Dayton, Ohio.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Note-286p.; For related documents, see EC 142 441-442.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Accessibility (for Disabled), Ancillary School Services, College Administration, *College Students, Delivery Systems, *Disabilities, Employment, *Physical Disabilities, Postsecondary Education, Student Attitudes, Student Organizations

The document presents proceedings on the second national conference on the physically disabled student at the postsecondary level. Specific conference objectives were: (1) to develop an understanding of the impact of attitudes on service to design and delivery and to identify effective techniques for attitude development; (2) to identify methods for consumer involvement in program development, implementation, and evaluation; (3) to develop methods for integrating services into an established university system; and (4) to develop recommendations for increased involvement by employers in long range student development. Thirty-seven presentations are divided into the seven categories preconference, keynote address, resources on attitudes, physical support services, academic services, employment, and university administration. Among the titles and authors involved are the following: Student Organizations: How to Get Them Started and Keep Them Going'' (P. Deitch); Successful Access of Postsecondary Programs by Disabled Persons: Examining the Impact of Attitudes'' (D. Linkowski); A Model for Peer Counseling with Disabled Students'' (M. Kocher); Integrating the Arts: A Curriculum Approach'' (G. Barlow, et al.); Career Planning and Placement Strategies for the Severely Physically Disabled College Student'' (M. Breslin); and Impacting the Administrative System Developing Administrative Support'' (R. Conley). Final sections offer a conference evaluation and a list of participants. Appended are the conference agenda and conference survey forms. (SB)

ED 216 487 EC 142 441

Simon, Stephen H., Comp.

The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).

Association on Handicapped Student Service Programs in Postsecondary Education, Ames, IA.

Pub Date-Jul 81

Note-245p.; Photographs may not reproduce well. For related documents, see EC 142 440-442.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Accessibility (for Disabled), *Ancillary School Services, Career Counseling, *College Students, *Counseling Services, *Disabilities, Educational Administration, Hearing Impairments, Higher Education, Learning Disabilities, Legislation, Physical Disabilities

Identifiers-International Year of Disabled Persons

The document contains proceedings of the fourth national conference on meeting the needs of disabled students in higher education. Fifty-one presentations are divided into nine major categories keynote address, the international year of disabled persons, management of a support services office, legal and planning issues, counseling students with disabilities, career counseling/placement services, support services for students with hearing impairments, support services for students with learning disabilities, and support services for students with severe physical disabilities. Among the papers are the following titles and authors: Independent Living and the Post-Secondary Educational Institution'' (L. Frieden, et al.); Resources for Selecting and Managing Educational Assistive Devices and Services for Disabled Students'' (R. Hartman); Guidelines for Campus Life Safety and the Handicapped'' (L. Donnels, et al.); Sexual Counseling and Education for the Disabled College Student A Look at Attitudes and Counseling Techniques'' (M. Armstrong, et al.); Getting That Job Concrete Steps Toward Gainful Employment'' (D. Sampson); Tutoring/Notetaking as a Support Service for Deaf Students'' (J. Wilson); Identification and Accommodation of the College Qualified Learning Disabled Student'' (M. Bacigalupo); and Implementing Programs for Independent Living on the College Campus'' (G. Callas). A conference agenda, lists of participants and exhibitors, and a description of the Association on Handicapped Student Service Programs in Post-Secondary Education conclude the document. (SB)

ED 216 488 EC 142 442

Marx, Pat, Comp.

The Handicapped Student on College Campuses Advocacy, Responsibility, and Education. National Conference (3rd, Denver, Colorado, May 18-21, 1980).

Association on Handicapped Student Service Programs in Postsecondary Education, Ames, IA.

Pub Date-May 80

Note-235p.; Photographs may not reproduce well. For related documents, see EC 142 440-441.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Accessibility (for Disabled), Advocacy, Ancillary School Services, *College Students, Counseling, Delivery Systems, *Disabilities, Higher Education, Inservice Education, Program Development

The document contains the proceedings of the third national conference on the handicapped student on college campuses. Forty-four papers are divided into seven categories keynote address, student advocacy, support services, inservice training, long range planning, specialized services, and summary. Among the presentations are the following titles and authors: The Emergence of the Disabled Civil Rights Movement'' (E. Roberts); Establishing a Positive Attitude Toward Disabled University Students'' (J. Greve); Psycho/Social Adjustment to Disability'' (J. Taggie, J. Dahlberg); How Can We Reach Faculty Members on Our College Campuses?'' (C. Goldstein); Building Linkages with the Rehabilitation Agency Development and Implementation of a Model Program'' (M. Porter, J. Varty); and Counseling and Accommodating the Student with Learning Disabilities'' (D. Brown). A report of a conference evaluation, a list of participants, and the conference agenda conclude the document. (SB)

ED 216 489 EC 142 443

Scheffelin, Margaret Merrick
Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons.
Pub Date-Feb 82
Note-20p.; Paper presented at the International Conference of the Association for Children with Learning Disabilities (Chicago, IL, March 3-6, 1982).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, Community Attitudes, *Community Programs, *Learning Disabilities, Surveys
Identifiers-*California, *International Year of Disabled Persons

A survey of presidents of 21 local chapters of the California Association of Neurologically Handicapped Children Association for Children with Learning Disabilities was conducted to investigate improvements in attitudes during the International Year of Disabled Persons (IYDP), the positive changes brought about by IYDP community activities, and actions which should be taken to build on the positive effects of community activities. Participants were administered a specially designed instrument, Attitudes Towards Learning Disabilities Survey. Among findings were that positive changes in attitudes were noted toward persons with learning disabilities as well as in the persons themselves, positive changes were attributed only in part to the effects of community activities in carrying out the theme of IYDP, and recommended actions included talks and demonstrations at meetings of community groups. A copy of the survey instrument is appended. (SB)

ED 216 490 EC 142 444

Wood, Frank H., Ed. Lakin, K. Charlie, Ed.

Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-82

Grant-G007601871

Note-127p.; Drafts of these papers were presented at a conference held in Palm Springs, CA (March 16-17, 1978).

Available from-CEC Publications Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 241).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Corporal Punishment, Elementary Secondary Education, *Emotional Disturbances, *Legal Problems, Literature Reviews

Identifiers-*Aversive Stimuli

Seven papers from a 1978 conference focus on the use of punishment in special education programs for emotionally disturbed students. In The Legal Status of the Use of Corporal Punishment and Other Aversive Procedures in Schools,'' F. Wood and K. Lakin review laws, regulations, and court decisions that bear on the legality of the use of corporal punishment and aversive procedures with children and youth. A shorter paper by Wood considers The Influence of Public Opinion and Social Custom on the Use of Corporal Punishment in Schools'' Research on the applications of aversive procedures are presented in two subsequent papers ''Theory and Research on the Use of Aversive Procedures in the Education of Moderately Behaviorally Disordered and Emotionally Disturbed Children and Youth'' (R. Rutherford) and Research Findings Regarding the Use of Punishment Procedures with Severely Behaviorally Disordered Children'' (R. Neel). S. Forness considers Developmental Programming for the Use of Aversive Procedures in a Hospital School.'' In Punishment and Educational Programs for Behaviorally Disordered and Emotionally Disturbed Children and Youth A Personal Perspective,'' F. Hewett reviews the use of punishment and discusses a number of deterrents and alternatives to punishment in classrooms. A final paper by F. Wood is titled Punishment and Special Education Some Concluding Comments.'' (SB)

ED 216 491 EC 142 445

Wright, Anne R. And Others

Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-SRI-P-7124

Pub Date-Oct 80

Contract-300-78-0030

Note-174p.; For related documents, see EC 142 446 and ED 201 157.

Available from-SRI International, Education and Human Services Research Center, 333 Ravenswood Ave., Menlo Park, CA 94025 ($9.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Compliance (Legal), *Delivery Systems, *Disabilities, Due Process, Elementary Secondary Education, *Federal Legislation, Inservice Education, Longitudinal Studies, *Program Implementation, Research Methodology, Role Perception, *School Districts, Student Placement

Identifiers-*Education for All Handicapped Children Act

The document contains the second annual report of findings from a longitudinal study of 17 local education agencies (LEAs) on the implementation of P.L. 94-142 (the Education for All Handicapped Children Act). An introductory section describes the content of the report and design of the study. Chapter II considers the observed changes in the special education delivery systems in terms of strategies to decrease backlogs in children awaiting evaluation or placement; expansion of services to the preschool, elementary, and secondary student populations; changes in personnel and roles with particular emphasis on the boundary crosser role between special and regular education; and issues pertaining to borders of LEAs' responsibility. A third chapter discusses the responses, primarily at the school level, to those requirements of the law that directly affect the extent to which the needs of individual students are met. Discussion focuses on criteria for determining who receives special education and procedures from evaluation to placement. Included among the summary of findings in a final chapter are that LEAs had either tightened eligibility rules for the mildly handicapped or they expanded services allowing an increase in special education placements; that inservice training for regular education and administrative personnel remained minimal; and that there was continued progress in implementing procedural requirements at the school level. Appendixes present the study's conceptual framework and method of approach. (SB)

ED 216 492   EC 142 446

Wright, Anne R. And Others

Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-SRI-P-7124

Pub Date-Nov 81

Contract-300-78-0030

Note-193p.; For related documents, see EC 142 445 and ED 201 157.

Available from-SRI International, Education and Human Services Research Center, 333 Ravenswood Ave., Menlo Park, CA 94025 ($12.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Compliance (Legal), *Delivery Systems, *Disabilities, Due Process, Elementary Secondary Education, *Federal Legislation, Graduation Requirements, Individualized Education Programs, Longitudinal Studies, Parent Participation, Postsecondary Education, *Program Implementation, Research Methodology, Role Perception, *School Districts, Student Evaluation, Student Placement

Identifiers-*Education for All Handicapped Children Act

The document contains the third annual update of a longitudinal study on the implementation of P.L. 94-142, the Education for All Handicapped Children Act, by 16 local education agencies (LEAs). An introductory chapter outlines the content of the report and the study design. Section II describes implementation of P.L. 94-142 in 16 special education service delivery systems in terms of resources of and demands on the special education delivery system, legal pressure of court cases and due process hearings and procedures, status of interagency coordination, and changes in services and beneficiaries. A third chapter focuses on services at the elementary and secondary levels in the areas of prereferral screening and intervention; evaluation and reevaluation practices; individualized education program practices and parent involvement in decision making; the least restrictive environment; and personnel, roles, and inservice training. Program options, graduation requirements, and postsecondary opportunities are considered in Section IV. Among conclusions cited in a final section are that provision of mental health services remained an issue because no clarification has come from the Office of Special Education; that reevaluations every 3 years continued to be of low priority except in districts where external factors created pressure to attend to them; that the majority of LEAs targeted more resources to gaps at the secondary level than to any other level of the local special education service delivery system; and that school systems did not generally include postgraduation opportunities in their domain of concern. Appendixes present the study's conceptual framework and method of approach. (SB)

ED 216 493 EC 142 447

Beardsley, Donna A.

Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped.

Pub Date-Mar 82

Note-27p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, *Interaction, *Peer Acceptance, Primary Education, *Student Attitudes, *Test Construction, Test Reliability, Test Validity

Identifiers-*Childrens Social Attitudes Inventory, Likert Scales

The study developed a 12 item Likert type scaled answer sheet, associated questions regarding social situations where the handicapped and nonhandicapped might interact, and a posterboard picture for determining the attitudes of primary grade students toward other handicapped children. Interviews, observations, a review of the literature, consultation with and examination by experts in the field, an initial item pool, a prepilot and pilot study, item analysis, and item correlation with total score were used to determine instrument validity and reliability. Coefficient alpha for the instrument was over .75. Validity was established through observation, pilot testing, and examination by experts in the field. Inventory questions, the posterboard picture, and statistical data are appended. (Author/SB)

ED 216 494 EC 142 448

Lehrer, Ariella J.

Cognitive Effects of Mainstreaming.

Pub Date-Aug 81

Note-18p.; Portions of the document were presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981). The article is based on a masters thesis to Claremont Graduate School, Department of Psychology.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, Intermediate Grades, *Mainstreaming, *Physical Disabilities, *Stereocypes, *Student Attitudes

To determine whether mainstreaming affects the nonhandicapped student's cognitive schema of the handicapped, a story about a physically handicapped boy was read to 28 fourth grade children in a mainstreamed classroom and 29 nonmainstreamed children. The 10 characteristics attributed to the handicapped boy in the story (acquisition items) and 8 novel characteristics (distractor items) were included in the subsequent recognition memory task. The number of errors made in the memory task reflected the extent to which the acquisition and distractor items were compatible with the Ss' handicap schema content. The closer the Ss' schema content approximated the social stereotype of the handicapped, the more errors they committed. The mainstreamed Ss made significantly fewer errors on the recognition memory test, thus confirming the prediction that mainstreaming results in a less stereotypic handicap schema among the nonhandicapped students. (Author)

ED 216 495 EC 142 449

Thomas, M. Angele, Ed. And Others

Alternative Programs for Disruptive Youth.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ISBN-0-86586-124-2
Pub Date-82
Contract-400-76-0119
Note-147p.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($14.95, Publication No. 239).
Pub Type- Books (010) - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Elementary Secondary Education, *Emotional Disturbances, Nontraditional Education, *Program Evaluation

The book addresses issues in meeting the educational needs of disruptive students. In the introduction, R. Sarri examines the rise of alternative schools and discusses common elements in their design and operation. D. Sabatino follows with Issues and Concerns: Problems with Alternative Schools,'' in which he examines the particular difficulties involved in evaluating alternative programs. Four alternative programs are described in depth: Learning Center II, a program administered jointly by the local education agency and the Washington State Juvenile Rehabilitation Division; Bellefaire School (Cleveland, Ohio), an integrated program of group living, education, and psychotherapy; Longfellow Education Center (Minneapolis, Minnesota), designed for multiply handicapped students with severe emotional disturbances; and Special People Realizing Individual New Goals (Atlanta, Georgia), an approach to teaching survival skills to senior high disturbed students. Brief overview descriptions of 12 additional alternative programs are presented: SAIL Project (Student Advocates Inspire Learning) in Minnetonka, MN; the Starr Commonwealth Schools Alternative Education Program (Van Wert, OH); Delta County Education Center (Gladstone, MI);

Chana High School (Auburn, CA); Wallbridge Academy (Grand Rapids, MI); Horizons High School (Wyoming, MI); Kansas City Youth Diversion Project (Kansas City, MO); LIFE Center (Albuquerque, NM); Alternative Program (State College, PA); William Smith High School (Aurora, CO); Partners School (Denver, CO); and Project CITE (Crisis Intervention Techniques for Education) in Terrell, TX. (CL)

ED 216 496 EC 142 450

Ross, Mark, Ed. Nober, Linda W., Ed.
Educating Hard of Hearing Children. Special Education in Transition 2.
Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C.; Council for Exceptional Children, Reston, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Report No.-ISBN-0-86586-121-8
Pub Date-81
Note-128p.
Available from-CEC Publications Sales, 1920 Association Dr., Reston, VA 22091 ($19.50, Publication No. 240).
Pub Type- Books (010) - Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiology, Elementary Secondary Education, Handicap Identification, *Individualized Education Programs, Learning, *Parent Role, *Partial Hearing, Personality, Preschool Education, Social Development, Speech Therapy, *Student Evaluation, Student Placement, *Teacher Role
Identifiers-*Education for All Handicapped Children Act

Viewpoints of an audiologist, speech-language pathologist, special educator, classroom teacher, and parent are presented in the book on the implications of P.L. 94-142, the Education for All Handicapped Children Act, for hard of hearing students. In the introduction, M. Ross considers the status of many hard of hearing students, noting the importance of early detection. A. Maxon reviews Audiological Assessment and Management'' and makes a case for the involvement of the public school audiologist. Assessment and Management of the Preschool Child'' by V. Jury discusses evaluation as well as types of nursery school placement. D. Brackett (Assessment: Adaptations, Interpretations, and Implications'') describes components of a comprehensive evaluation. Considered in Psychosocial Considerations and Evaluation'' (J. Davis) are personality characteristics and social development. D. Meltzer (The Parents as Consumers'') recounts his role in making educational decisions about his hard of hearing junior high school aged daughter. M. Teitelbaum discusses Teachers as Consumers What They Should Know About the Hearing Impaired Child.'' The issue of individualized education programs (IEPs) is addressed by L. Nober in Developing IEP's for Hard of Hearing Children.'' M. Ross summarizes the other presentations and comments upon such topics as auditory and visual dependence, psychosocial adjustment, and speech reading and auditory training. (CL)

ED 216 497 EC 142 451

Talley, Ronda C., Ed. Burnette, Jane, Ed.

Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.

J W K International Corp., Annandale, Va.

Spons Agency-Department of Education, Washington, D.C.

Report No.-ISBN-0-86586-126-9

Pub Date-82

Contract-300-79-062

Note-160p.

Available from-CEC Publications Sales, 1920 Association Dr., Reston, VA 22091 ($19.50, Publication No. 240).

Pub Type- Books (010) - Guides - Non-Classroom (055) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administration, Communication Skills, Community Resources, Delivery Systems, Elementary Secondary Education, *Mainstreaming, *Mild Disabilities, Paraprofessional School Personnel, Staff Development, Staff Utilization, State Programs, Teacher Role

Identifiers-California, Kansas, Massachusetts, Minnesota, Texas

The handbook discusses administrative strategies found successful in fostering the integration of mildly handicapped students in five states' school systems (California, Kansas, Massachusets, Minnesota, and Texas). In ``Administrative Systems for Service Delivery,'' T. Oliver describes approaches to streamline referral to placement systems, help manage increased workloads (including the use of computers), and provide models for planning and resource allocation. G. Shellem (``Community Involvement'') describes ways in which the schools can cooperate with community agencies and resources through interagency agreements and contractual arrangements. Strategies to strengthen ``Communication'' are considered by S. Raimondi, including internal school communications and use of the public media. R. Talley (``Personnel Utilization'') presents examples of new or modified staff roles and describes team teaching strategies along with innovative ways to use paraprofessionals. The final topic, ``Staff Development,'' by S. Elting covers planning for inservice, job embedded staff development, and job related staff development. (CL)

Stokes, Shari, Ed.
School Based Staff Support Teams: A Blueprint for Action.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jan 82
Contract-400-81-0031
Note-56p.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($5.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disabilities, Elementary Secondary Education, *Interdisciplinary Approach, Problem Solving, *Program Administration, Program Development, Schools, *Staff Development, *Teamwork
Identifiers-Staff Support Teams

The manual considers practical issues involved in building and maintaining the effectiveness of school based support teams, interdisciplinary problem solving groups designed to respond to staff needs through crisis intervention, short or long term consultation, and continuous support. Separate sections address the following topics (sample subtopics in parentheses): rationale; establishment (models, levels of implementation, team planning and preparation); evolution (five stages of team development); requirements for successful operation (mutuality and interdependence, documentation, administrative support); and assurance of the team's continuation (maintenance, leader tasks, and guidelines). More than half of the document is composed of five appendixes including five models of various teams, papers on critical variables in staff support teams, initiation in local school buildings of instructional support teams, parents on school based staff support teams, and inservice training. (CL)

ED 216 499 EC 142 453

Competency Goals and Performance Indicators K-12: Hearing Impaired Learners, Birth-Grade 12. Supplement.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

Pub Date- 80

Note-170p.; Developed as a companion document to Competency Goals and Performance Indicators K-12'' (ED 180 977).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Behavioral Objectives, *Competence, Early Childhood Education, Elementary Secondary Education, Intervention, Language Acquisition, Mathematics, Motor Development, Parent Role, *Partial Hearing, Reading, Speech, *Student Educational Objectives, Vocational Education, Writing (Composition)

The unique needs of the hearing impaired student (K through grade 12) are examined in the book which lists goals and performance indicators in a variety of instructional areas. It is explained that the text is intended as a supplement to Competency Goals and Performance Indicators K-12.'' Goals and performance indicators are listed for the following areas: parent guidance; early intervention and parent education; developmental skills for ages 0 to 2 and 3 to 6 (personal-social, perceptual-cognitive, gross motor, fine motor, self help); auditory development; language development; speech development; reading; writing; mathematics; and vocational education. Each section includes a list of references. (CL)

ED 216 500 EC 142 454

Papert, Seymour A.

Information Prosthetics for the Handicapped. Final Report.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.
Pub Date-Jan 81
Note-39p.; Print is variable and may not reproduce well in hard copy.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Cerebral Palsy, *Computer Assisted Instruction, Educational Diagnosis, Learning Activities, *Microcomputers, Perceptual Development, Remedial Instruction, *Severe Disabilities, Spatial Ability, Visual Learning
Identifiers-*LOGO System

The paper describes the successful use of the LOGO System (an interactive graphics, computer based learning environment) with 12 severely physically handicapped adolescents with cerebral palsy. Five goals we : set forth concerning the opportunity to work with microcomputers in interesting ways, the assessment of the students' spatial competence, consequences of lack of experience in language production, the LOGO system's potential human and social consequences, and the need to document this impact for dissemination. The LOGO classroom setup is described as are activities undertaken, including business programing using mathematics, work on spatial deficits, remedial writing, and diagnostic efforts using graphics and seriation tasks. It is explained that the system also allowed for visual experience of shapes and spatial configurations. The system is said to have resulted in significant improvement in the sense of personal worth. (CL)

Andrews, Robert J. And Others

A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties.

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-Jul 79
Note-414p.; Print is variable and may not reproduce well in hard copy.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Administrative Organization, Delivery Systems, *Disabilities, Elementary Secondary Education, Foreign Countries, Legislation, Mainstreaming, National Surveys, Private Education, Program Administration, Residential Programs, *Special Education, Special Schools
Identifiers-*Australia

The results of a survey of special education provisions, needs, and priorities in Australia are presented. It is explained that questionnaires were sent to primary and secondary schools in each state and territory, government and nongovernment special schools and their teachers, and to teachers in special classes/units attached to regular schools. Survey responses and other pertinent information are drawn upon to consider the following topics: the development of special education provisions in Australia, the organization and provision of special education, legislative foundations, nongovernment provisions, state and national statistics, handicapped students in regular schools, students with learning and behavior problems in regular schools, students in special schools, children in long term residential care, teacher education, integration, rights and values in special education, teachers' views about needs in special education, and priorities in special education. (CL)

ED 216 502 EC 142 457

Wurster, Marion V. Lazarus, Simone Rollin

Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.

American Foundation for the Blind, New York, N.Y.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 81

Grant-G007801684

Note-152p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Advocacy, *Community Recreation Programs, Elementary Secondary Education, Information Dissemination, *Inservice Education, *Mainstreaming, Program Development, *School Recreational Programs, *Visual Impairments

A special project was designed to develop and implement an inservice training strategy for community and school recreation on the inclusion of visually impaired children into existing community recreation programs. The project resulted in inservice workshops for 90 trainer/consultants, a book, and a self instructional study guide. Listed among workshop topics are orientation and mobility, legislation relating to the handicapped, and simulation of visual losses. An evaluation component measured participants' knowledge gain, feeling of competence in workshop subject areas, assessment of the workshop, and performance on practicum tasks. Among findings were that there was substantial gain in measured knowledge as a result of the workshop, many participants expressed at least slight reservations about their competency, and the majority of participants gave high overall ratings to the workshop. Among appended material are a module evaluation form, a copy of the pre- and posttest, a list of workshop topics, sample questionnaires, an evaluation form, and examples of responses to open ended questions. (SB)

ED 216 503 EC 142 458

Brulle, Andrew R. Barton, Lyle E.
A Legal Perspective of Special Education: A Review.
Pub Date- 80
Note-41p.; May not reproduce well due to light print of original.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Modification, *Civil Liberties, *Court Litigation, Definitions, *Disabilities, Elementary Secondary Education, Eligibility, Employment, *Federal Legislation, Handicap Identification, Legal Problems, Mainstreaming, Social Discrimination, Student Evaluation, Student Placement
Identifiers-Education for All Handicapped Children Act, Rehabilitation Act 1973 (Section 504)

The literature review addresses the assessment, placement, treatment, and employment rights of the handicapped in relation to their implications for teachers, administrators, and university personnel. Assessment is considered in terms of eligibility criteria/definitions of handicapping conditions, responsibility for assessment, fair and appropriate assessment, and independent evaluations. A section on placement reviews past and present litigation concerning appropriate educational placement of exceptional children, looks at litigation specific to the least restrictive environment concept, and discusses the provision of educational services in light of recent judicial decisions. Another section focuses on the right to treatment, the right to an education, specific details regarding treatment, behaviorism, and legal procedures to be followed before the utilization of behavioral techniques (such as aversive treatment, punishment, shock, drug therapy, restraint, and timeout). A final section looks at employment with attention to past legislation, litigation related to discrimination, and occupational qualifications. Among the pieces of legislation cited are P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973, Section 504. (SB)

ED 216 504 EC 142 459

Project Optimus/Outreach: End of Year Progress Report.
South Shore Mental Health Center, Quincy, MA.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 81
Grant-G007902896
Note-72p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Demonstration Programs, *Disabilities, Early Childhood Education, Health Personnel, *Information Dissemination, *Inservice Education, *Interdisciplinary Approach, Program Evaluation, School Personnel
Identifiers-Project Optimus Outreach

The document contains the end of year progress report for Project Optimus/Outreach, which provided technical assistance or early intervention and the transdisciplinary process to academic and medical personnel serving special needs children and their families. Reported are training activities carried out at 11 sites and replication assistance at 8 sites. Evaluation activities are noted as including evaluation of each training session by participants, assessment of participants' level of knowledge about the transdisciplinary approach, and evaluation of how many of the training concepts were actually used. Cited among findings are that social workers and speech therapists gave the most positive responses and the psychologists and aides gave the least positive; participants showed excellent gains on the Skills Test; and participants used the transdisciplinary concepts in their service delivery to young handicapped children. Appended are the session evaluation form, the Skills Test, and forms for determining the intent plans. (SB)

ED 216 505   EC 142 460

Johnson, Charlotte F.

Planning Events for LD Adults.

Pub Date-Feb 81
Note-22p.; Paper presented at the International Convention of the Association for Children with Learning Disabilities (18th, Atlanta, GA, February 18-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Adults, Individual Needs, Learning Activities, *Learning Disabilities, *Program Development

Problems and needs specific to learning disabled (LD) adults are examined, and considerations for planning events for LD adults are discussed. Four questions are addressed: Does the event really meet their needs? How can one attract their attention and get them there? What kind of structure should one provide in an event? and How can one meet their unique perceptual and cognitive needs? Among the problem areas considered are the neurological problem of an attention deficit; strong feelings against parentalization; and limitations in money, time, and energy. Several needs of LD adults are pointed out and suggestions for meeting those needs are offered, including reduction of stress through relaxation techniques, better employment opportunities through training in job skills, and improved self concept through group activities. The author also mentions methods for contacting LD adults, solutions to travel problems, locations for the event, structure of the event, and use of strong perceptual modalities and a combination of methods to reach the LD individual. A planning events checklist concludes the paper. (SB)

ED 216 506 EC 142 461

Miller, Maurice

Correspondence Courses for Gifted Students.

Pub Date- Mar 81

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Correspondence Study, *Gifted, High Schools, Nontraditional Education, Surveys

Twenty-three schools and agencies offering high school credit correspondence courses were surveyed to investigate options for gifted students, particularly students in rural areas or in schools with limited curricula. Among the findings were that high school credit is available from universities, from the Massachusetts and North Dakota state departments of education, and from the Home Study Institute (Washington, DC); course titles are rather traditional and suggest standard curricular coverage; and the only criteria for being gifted'' is a letter of permission from a principal or counselor. Areas to consider prior to deciding on correspondence courses as a beneficial option are listed, including whether the home school will accept the credit for the course, who will bear the costs, will the course count toward college requirements, and does the student have a place and time for study. A table presents a statistical analysis of survey responses. (SB)

ED 216 507 EC 142 462

Yurchak, Mary Jane H. Mathews, Robert O.

The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.

Huron Inst., Cambridge, Mass.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-31 Dec 80

Contract-300-78-0465

Note-177p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Compliance (Legal), *Cooperation, *Disabilities, Early Childhood Education, Family Characteristics, Federal Legislation, *Individualized Education Programs, Longitudinal Studies, Parent Participation, *Parent School Relationship, *Program Implementation, *School Districts, Teacher Characteristics

Identifiers-Massachusetts (Boston)

The study, which followed 12 children referred for evaluation at age 3 on entry into kindergarten or in the early elementary grades, reports the first 2 years of a longitudinal study of the implementation of P.L. 94-142, the Education for All Handicapped Children Act. An introductory chapter addresses organization of the report, background of the study, characteristics of the community (a suburb near Boston, Massachusetts), characteristics of the sample, and research method. Chapter II discusses the focus of the study the role played by the provisions of the law, the modifications imposed on the law by local education agency staff, and the adaptations fashioned by both staff and parents to make the law effective for individual children. Chapter III considers findings on factors affecting initial adaptations in terms of child characteristics and family characteristics (parents' relationship with each other, with the handicapped child, with other family members, and with the service community). Chapter IV examines the ways in which the adaptation process relates to the formulation of individualized education programs (IEPs). Eight federal and state regulated areas of IEP development are identified: scheduling of the IEP document or meeting; parent participation; meeting participants; IEP content; the diagnostic program; notice to parents, parent response, and requests for independent evaluation; IEP implementation; and liaison, monitoring, and IEP review. The effects of the first year of service in the areas of academic progress, social relationships, and affect and self image are discussed in a fifth chapter. A sixth and final chapter reviews findings on four concepts underlying the law (parent-school partnership, individualization, integration of handicapped and nonhandicapped children, and advocacy for children's rights) which influence adaptation. A list of criteria for compliance with federal and Massachusetts IEP regulations is appended. (SB)

ED 216 508 EC 142 463

Assael, Daniel, Ed. Waldstein, Arnold, Ed.

Handicapped Children's Early Education Program. 1981-82 Overview and Directory.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.; Western States Technical Assistance Resource, Monmouth, Oreg.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.

Pub Date-Feb 82

Contract-300-80-0752; 300-80-0753

Note-201p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Demonstration Programs, *Disabilities, Early Childhood Education, *Outreach Programs, Program Descriptions, *Research Projects, *State Programs, *Technical Assistance

Identifiers-*Handicapped Childrens Early Education Program

The document serves as a directory of projects supported by Special Education Programs grants and contracts in the Handicapped Children's Early Education Program (HCEEP) and provides an overview of their activities. An introduction describes the HCEEP network and cites evidence of its effectiveness and impact. The overview section summarizes five types of HCEEP project activities: Demonstration, Outreach projects, State Implementation Grants projects, Early Childhood Research Institutes, and Technical Assistance Centers. The major section of the document contains 155 HCEEP Project abstracts which appear alphabeticaly by state, city, and project name. Each abstract contains information such as address, year of funding, fiscal agency, population served, goals and services, and features and products. An HCEEP Project Listing serves as a key to all projects, listed alphabetically by state; and an index serves as a guide to projects' pertinent characteristics (e.g., handicapping conditions of children served, parent activities offered, and curricula used). (SB)

ED 216 509 FL 012 711

Portine, Henri, Ed.

Argumentation et Communication (Argumentation and Communication).

Pub Date-Feb 79

Note-77p.; Proceedings of the B.E.L.C. Study Week (Paris, France, February 1-3, 1979).

Language-French

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Class Activities, Communicative Competence (Languages), Discourse Analysis, French, *Notional Functional Syllabi, *Persuasive Discourse, *Second Language Instruction, *Speech Communication, Teaching Methods

Four position papers are presented that were given during a study-week dealing with questions related to language as communication, the notion of argumentation in second language teaching methodology, and ways of introducing argumentation phenomena into the language class. The papers, representing four different positions, are the following: (1) Strategies communicatives et expression orale fonctionnelle (Communicative Strategies and Functional Oral Expression),'' by Richard Duda and Marie-Jose Gremmo; (2) Argumentation dans le discours de l'apprenant (Argumentation in Learners' Speech),'' by Evelyne Berard-Lavenne and Claudine Girod; (3) Notes sur le discours argumentatif (Notes on Argumentative Discourse),'' by Michel Charolles; and (4) La mise en scene des concepts-cles dans un discours argumente: sequences periodiques et pochoirs actantiels (The Staging of Key Concepts in Argumentative Discourse: Periodic Sequences and Acting-Relational Models),'' by Jean-Luc Descamps. Examples of situational communication activities are attached to each presentation. (AMH)

ED 216 510 FL 012 854

Barton, David

Literacy and Awareness of Segmental Structure in Adult Learners.

Pub Date-Dec 81

Note-8p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (4th, New York, NY, December 27-30, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Literacy, Adults, Children, Cognitive Development, *Reading Instruction, Student Attitudes, Syllables

Identifiers-*Metalinguistic Awareness

This research investigates the amount of metalinguistic knowledge one can assume when teaching an adult to read. In addition, it questions the source of this awareness and whether it relates to general cognitive development, to schooling, or specifically to the act of learning to read. The subjects were sixty monolingual adults enrolled in a learning center. Primary interest is focused on those adults who read below the fourth grade level. Data collected through individual structured oral interviews provides insight into segmentation abilities specifically, segmental awareness. It was found that adults do make errors of segmental awareness and that the number of errors is a function of literacy level. (JK)

Eckman, Fred R.
Universals, Typologies and Interlanguage.
Pub Date-Dec 81
Note-32p.; Revised version of a paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 27-30, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consonants, English (Second Language), *Interlanguage, Japanese, Korean, *Language Typology, *Language Universals, Mandarin Chinese, Persian, *Pronunciation, *Second Language Learning, Spanish, Syntax

Two questions are raised: Is it possible to characterize the notion human language in terms of absolute and typological universals? And if so, what is the relationship between these universals and those formulated for primary languages? Given these questions, the purpose of the paper is to: (1) investigate some of the methodological considerations involved in attempting to characterize the notion in terms of universals; (2) consider the implications of the language-contact situation in attempting to define interlanguages in these terms; and (3) provide examples of logically-possible but empirically-unsubstantiated, types of interlanguages. Interlanguage forms from native speakers of Japanese, Mandarin, Spanish, and Farsi provide data for investigation of these questions. The discussion also questions whether the grammars of interlanguages obey the same constraints as the grammars of primary languages. (JK)

ED 216 512 FL 012 857

Watson, Rita

Definitions: The Conventionalization of Word Meaning.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, Children, Context Clues, *Definitions, *Literacy, Oral Language, *Semantics, Written Language

Identifiers-*Linguistic Form, Metalinguistic Awareness, Questions

This discussion argues that the development of children's definitions is shaped by a particular orientation to word meaning characteristic of literate language use. This orientation is marked by increased attention to the linguistic form of expressions. To test this argument, a study was undertaken in which eight common nouns, familiar to most preschool children, were used to elicit definitions from children. Results indicate that children's attention to the linguistic form of the definitional question influences the structure of their definition. When the form is emphasized, a greater number of superordinate terms are elicited. Children also begin marking attention to the response form implied by the question a noun phrase complement prior to using the true superordinate terms. These nominal phrase markers appear to serve as a placeholder or bridge leading from the early functional responses of the preschooler to the conventional superordinate category definition typical of our literate culture, exemplified in the dictionary definition. Children's early definitions reflect the oral contexts of acquisition but with schooling and literacy gradually become close approximations of the archival definitional form prevalent in literate culture. (Author/JK)

ED 216 513 FL 012 864

Perez, Marcel

Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.-ICRB-B-110; ISBN-2-89219-112-2

Pub Date-82

Note-274p.; M.A. Thesis, Universite de Montreal.

Language-French

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Class Activities, Classroom Techniques, College Second Language Programs, *Communicative Competence (Languages), *Conversational Language Courses, Foreign Countries, *French, Higher Education, *Second Language Instruction, *Teaching Methods, Testing

Identifiers-Quebec

This study presents a model for teaching a French conversation course on the college level. The research is based on French language classes in Quebec general education and professional colleges (CEGEP). The first part states the problem, examines several programs, describes the organization of the conversation classes, presents several language learning theories, and applies them to the conversation class. The second part outlines a methodology and develops each part of it. An attempt is made to find solutions to problems related to the selection and presentation of content, and the organization and conduct of classes. Insights from group dynamics and adult education methods are brought to bear upon the various methods and activities presented, with reference to determined learning objectives. The activities have to do with students' preparation for communication activities that allow the student to reinforce the expressions, vocabulary and techniques for effecting communicative acts which were learned during the preparatory phase, and activities to improve communicative competence, such as correction of errors, grammar, listening comprehension exercises, and pronunciation exercises. A final part outlines the problem of evaluation and gives some references that may be useful to the teacher. (AMH)

ED 216 514 FL 012 867

Nederveen, Paul

Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.-ICRB-B-112; ISBN-2-89219-114-9

Pub Date-82

Note-176p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Age Differences, Classroom Techniques, *Cultural Influences, Curriculum Design, *Job Satisfaction, *Language Teachers, Second Language Instruction, Sex Differences, *Social Influences, Surveys, *Teacher Attitudes, Teacher Influence, Teaching Experience, Teaching Methods

This study explores the relationship between the modern language teacher and various curricular influences. The effect of these influences was specifically examined in relation to the teacher's level of job satisfaction. The literature review explores research on job satisfaction generally, teacher job satisfaction specifically, and studies concerning teacher attitude and the personal and situational factors acting as curricular influences. Initial analysis of a questionnaire provides a description of the sample (365 teachers), measures of job satisfaction, and rating for each of the curricular influence items by their means. The analysis discloses four correlations between job satisfaction and personal factors. Female teachers were generally more satisfied than male teachers. Non-foreign language specialists were more satisfied than foreign language specialists. Significant positive linear relationships existed between job satisfaction and age, and between job satisfaction and total years of teaching. The responding modern language teachers showed a high level of job satisfaction and their overall response indicated concern with specific curricular influences, significantly related to job satisfaction for three-fifths of the items, and identifiable by factor analysis. (Author/JK)

ED 216 515 FL 012 868

Bartz, Walter

The Role of Foreign Language Education for the Gifted and Talented Student. A Position Paper.

National Council of State Supervisors of Foreign Language.
Pub Date-Mar 82
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academically Gifted, Acceleration, Creative Writing, Cultural Awareness, *Curriculum Design, Interpersonal Competence, Language Skills, Reading Materials, Research Skills, *Second Language Instruction, Second Language Programs, Speech Skills, Teaching Methods

Additional support for foreign language learning needs to be given to those students who have special qualities and academic abilities. The linguistically talented student should be encouraged to begin foreign language study at an early age and to study a second foreign language after achieving a degree of proficiency in the first. Schools should provide language offerings other than the traditional western European languages. Gifted students typically display specific traits which consequently require specific needs to be satisfied in the foreign language classroom or program. Among these are language traits requiring discussion with intellectual peers, appropriate reading materials, creative writing, and strengthening of research skills. Conceptualization traits require divergent open-ended teaching strategies, minimal use of rote drill, an atmosphere of valuing uniqueness, and self directed discovery. Socialization traits require opportunities to assume various roles in group interaction, increased exposure to people of varied backgrounds, provisions for understanding self and heightened sensitivity to others, and acceptance of nonconformity. Productivity traits require varied and individual opportunities and physical and intellectual needs in learning activities and sharpening of technical, research, and communication skills. The appendix includes descriptions of programs throughout the U.S. for the gifted student. (JK)

ED 216 516 FL 012 869

Piper, Richard M And Others

Improving Estimates of Achievement in Students with Limited English Proficiency.

Applied Social Research, Inc., Pacific Palisades, CA.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-81
Grant-NIE-G-80-0081
Note-129p.
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Bilingual Students, Elementary Secondary Education, *Limited English Speaking, Spanish Speaking, *Standardized Tests, Testing Programs, *Test Wiseness

The majority of Latin American immigrant students in ESEA Title VII Spanish/English programs that have been evaluated seem to suffer from inexperience in taking tests like the Comprehensive Tests of Basic Skills (CTBS). This study was designed to assess test familiarity, language of the test, and literacy, and to examine whether certain alterations in the testing procedure might allow for better estimation of students' ability and program benefits. Limited English proficiency students in grades four, six, and eight participated in the study. Instruments used were the English and Spanish versions of the CTBS. Testwiseness training was developed and administered to half the groups. An oral administration procedure for students with limited native language literacy skills as well as limited English proficiency was also developed. A sociolinguistic analysis and a psychometric analysis of the tests were developed and testwiseness materials were designed. The history of the development of the procedures, as well as the tryouts and revisions, a description of the teacher training, and a detailed analysis of the testing data comprise the greater part of the report.

Attached to the study is the English version of a teacher's manual for training in testwiseness, a program adapted for use with the CTBS. (AMH)

ED 216 517 FL 012 874

Akinnaso, F. Niyi

Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.

Pub Date-Dec 81

Note-40p.; Paper presented at the Annual Meeting of the American Anthropological Association (80th, Los Angeles, CA, December 2-6, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Classroom Communication, Cultural Background, Disadvantaged, Discourse Analysis, Educational Change, *Educationally Disadvantaged, Educational Policy, *Equal Education, Ethnography, Language Research, *Language Role, Minority Group Children, *Minority Groups, Multicultural Education, Social Status, Social Structure, *Sociolinguistics

This paper focuses on the relationship between minority languages/cultures and educational achievement in mixed industrial societies, highlighting, in particular, the role of language and discourse strategies in the reproduction of educational inequality. Three major factors underlying accounts of inequalities in social and educational opportunities are noted: (1) language and discourse strategies; (2) cultural background and modes of cultural reproduction, including the transmission of knowledge; (3) social structure and modes of social reproduction, including the distribution of social, economic, and political roles. Studies of educational inequality that have been sociolinguistic in nature have been criticized largely for focusing on micro processes which lead them to produce ``how'' rather than ``why'' explanations. These criticisms are responded to through highlighting the role of language and communicative conventions in restricting access to knowledge, pointing out how inequalities in the management of positively sanctioned communicative conventions can help unearth and perpetuate other inequalities. The approach adopted focuses on how misunderstanding, miscommunication, or negative evaluation can arise in the course of conversation, reading, or writing. Natural conversational data provides insight into the process by which interlocuters' use of discourse strategies and sociocultural knowledge can enhance or mitigate access to knowledge or life chances. (Author/JK)

ED 216 518 FL 012 879

French as a Second Language Programs in Ontario.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
Report No.-ISBN-0-7743-7053-X
Pub Date-82
Note-77p.; In its Review and Evaluation Bulletins, Volume 3, Number 1, 1982.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 ($3.00).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Board of Education Policy, Elementary Secondary Education, Financial Support, Foreign Countries, *French, Inservice Teacher Education, Language Research, *Modern Language Curriculum, *Program Evaluation, *Second Language Programs, Student Exchange Programs, Testing
Identifiers-*Ontario

This report on French Second Language (FSL) education provides an overview of French programs in Ontario schools, indicates the progress that has been made in helping the students gain a better grasp of the language and understanding of the culture behind it, reviews the directions taken by the Ontario Ministry of Education, and summarizes the response by Ontario school boards to the various Ministry of Education incentives since 1977. The report is divided into nine sections as follows: (1) the purpose of the report and sources of data; (2) background of FSL programs in Ontario and the Gillin Report (1974); (3) research projects; (4) program policies; (5) financial incentives and grants; (6) professional development opportunities for teachers; (7) student exchange and enrichment opportunities; (8) the response of local school boards; and (9) evaluating student achievement and programs. Three appendixes include a memorandum to the Director of Education and Principals of Schools regarding a new guideline for core French programs, tables, and a bibliography of Ministry-funded FSL research. (AMH)

ED 216 519 FL 012 886

The Afghani. Fact Sheet Series Center for Applied Linguistics,
Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date-Sep 81
Contract-600-78-0061
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agriculture, Art, Consonants, *Cultural Background, Education, *English (Second Language), Ethnicity, Food, Geography, Islamic Culture, Literacy, Pashto, Persian, Pronunciation, *Refugees, Religion, Relocation, Social Structure, Syntax, Verbs, Vowels
Identifiers-*Afghanistan, Dari

As an introduction to Afghani refugees in the United States, this report discusses various aspects of Afghani life both in the U.S. and Afghanistan. Within the discussion of Afghani cultural background, Afghani history, geography, livelihood, language, ethnicity, religion, art, food and dress, festivities, names, and social structure are reviewed. The section on education reveals that modern education has not yet had a wide-spread impact in Afghanistan. A review of the Afghani languages of Pashto and Dari points to possible problems for the Afghani English as a second language student. Issues covered are: (1) the pronunciation of consonants, (2) the pronunciation of vowels, (3) articles, (4) basic word order, and (5) modification of verbs. Based on this review of Afghani culture and language, implications for refugee orientation are discussed. (JK)

ED 216 520 FL 012 887

The Armenians. Fact Sheet Series Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date-Sep 81
Contract-600-78-0061
Note-22p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Armenian, Art, Consonants, *Cultural Background, Education, *English (Second Language), Ethnicity, Food, Geography, Pronouns, Pronunciation, *Refugees, Religion, Relocation, Social Structure, Verbs, Vowels
Identifiers-*Armenians

As an introduction to Armenian refugees in the United States, this report discusses various aspects of Armenian life both in the U.S. and the Soviet Union. The general introduction includes a review of migration patterns, religion, arts, names, and social structure. Within the discussion of Armenian cultural background, Armenian history, geography, employment, and language are reviewed. The section on educational background reviews the Armenian school system, higher education, and implications for education. A review of Modern Eastern Armenian points to possible problems for the Armenian English as a second language student. Based on this review of Armenian culture and language, implications for refugee orientation are discussed. (JK)

ED 216 521 FL 012 891

Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date-Feb 82
Grant-96-P-10002-01
Note-35p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Programs, Adult Students, Basic Skills, Communicative Competence (Languages), *Competency Based Education, *English (Second Language), Functional Literacy, Lesson Plans, *Notional Functional Syllabi, Postsecondary Education, Refugees, Second Language Instruction, Testing

Teaching English as a second language (ESL) to competencies requires that the instructional focus be on functional competencies and life-coping skills while developing the spoken and/or written English structures necessary to perform these skills. A step-by-step approach to develop and implement a competency-based approach to ESL for adults is outlined. The outline and discussion are presented in four parts: (1) a review of competencies and Adult Basic Education with special attention to the Adult Performance Level Study; (2) an annotated list of the advantages and problems of using a competency-based approach to adult ESL; (3) a program for developing a competency-based approach which includes identifying needs, writing competency statements, specifying the content of teaching objectives, and examples of lesson plans for teaching the same competencies at different levels and for sequencing competencies to spiral the content of lessons; and (4) a discussion of performance testing. A bibliography of suggested resources and an annotated bibliography of materials for use in competency-based ESL programs are appended. (AMH)

ED 216 522 FL 012 892

Masciantonio, Rudolph And Others
The Numbers in Latin. Teacher's Guide. Tentative Edition.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date-82
Note-40p.
Language-English; Latin
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiolingual Methods, *Cultural Awareness, Elementary Secondary Education, *Etymology, *Latin, Lesson Plans, *Numbers, Second Language Instruction, Semantics, Teaching Guides, Word Study Skills

This guide is intended to assist Latin and English teachers who have some background in Latin to expand the English vocabulary and reading skills of students through the study of Latin roots, prefixes, and suffixes. The lessons on numbers in Latin are designed to be presented through an audiolingual approach. The introductory material in the guide provides general notes on the teaching of Latin in the Philadelphia School District, suggestions for scheduling and staffing the Latin classes, an outline of the organization of each lesson, some general hints to the teacher, and an overview of the material to be taught in this unit. The presentation of the material is organized in nine lessons, each one containing objectives, exercises, explanatory material, and word games. The appendix is an explanation of the ancient method of counting. (AMH)

ED 216 523 FL 012 893

Masciantonio, Rudolph And Others
Latin, The Language of Health Sciences. Teacher's Guide.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date-82
Note-76p.
Language-Latin; English
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiolingual Methods, *Cultural Awareness, Elementary Secondary Education, *Etymology, *Health, *Latin, Medical Vocabulary, *Mythology, Second Language Instruction, Semantics, *Teaching Guides, Word Study Skills

This guide to an audio-lingual approach to Latin instruction is intended to assist Latin teachers and English teachers with background in Latin to expand the English vocabulary and reading skills of pupils through the study of Latin roots, prefixes, and suffixes. The content of this guide to health vocabulary introduces students to Latin and English word derivations and to the sources of medical terminology in classical mythology. The introductory material provides general notes on the teaching of Latin in the Philadelphia School District, suggestions for scheduling and staffing the Latin classes, an outline of the organization of each lesson, some general hints to the teacher, and an overview of the material to be taught in this unit. The material to be taught is presented in 11 lessons, a number of word games, and a unit review lesson. An annotated bibiliography completes the unit. (AMH)

ED 216 524 FL 012 894

Masciantonio, Rudolph And Others

Star Trek with Latin. Teacher's Guide. Tentative Edition.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date-82
Note-55p.
Language-English; Latin
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Astronomy, Audiolingual Methods, Cultural Awareness, Elementary Secondary Education, Etymology, *Latin, Lesson Plans, *Mythology, *Second Language Instruction, *Sentence Structure, Teaching Guides, *Word Study Skills

The purpose of this guide is to assist Latin and English teachers with some background in Latin to expand the English vocabulary and reading skills of students through the study of Latin roots, prefixes, and suffixes. The introductory material in the guide provides general notes on the teaching of Latin in the Philadelphia School District, suggestions for scheduling and staffing the Latin classes, an outline of the organization of each lesson, some general hints to the teacher, and an overview of the material to be taught in the unit. The 13 lessons are designed also to familiarize the students with aspects of classical culture, specifically Latin utterances connected with the signs of the Zodiac, and the mythological sources of scientific information related to the Zodiac. Elements of basic Latin grammar, particularly the structural concept of subject-object-verb, and vocabulary building exercises are introduced in an audiolingual approach. Each lesson details the objectives, and includes class activities, review exercises, explanations, and word games. The final section of the guide consists of a number of pen-and-ink drawings suitable for mounting. (AMH)

ED 216 525 FL 012 895

Masciantonio, Rudolph And Others
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date-82
Note-92p.
Language-English; Latin
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ancient History, Athletics, Audiolingual Methods, *Cultural Awareness, Elementary Secondary Education, English, *Etymology, Greek Civilization, *Latin, Lesson Plans, Second Language Instruction, Semantics, *Teaching Guides, *Word Study Skills

The purpose of this guide is to assist Latin and English teachers who have some background in Latin to expand the English vocabulary and reading skills of pupils through the study of Latin roots, prefixes, and suffixes. The lessons are designed also to familiarize pupils with aspects of classical culture, specifically sports and games, and to introduce orally some basic Latin. The introductory material provides general notes on the teaching of Latin in the Philadelphia School District, suggestions for scheduling, and staffing the Latin classes, an outline of the organization of each lesson, some general hints to the teacher, and an overview of the material to be taught in this unit. The guide itself contains 23 lessons for oral presentation. Each lesson plan details the objectives and class activities. The second part of the guide consists of a set of pen-and-ink drawings suitable for mounting. (AMH)

ED 216 526 FL 012 896

Hague, William J.

Language, Affect and the Symbolization of Value.

Pub Date-81
Note-13p.; Paper presented at the International Conference on Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Psychology, *Language, Moral Development, Philosophy, *Self Actualization, *Symbolism, *Values, *Verbal Communication
Identifiers-*Affective Domain, *Authenticity

Traditional philosophy and psychology have given greater attention to the cognitive than to the affective side of the human person. A more holistic approach shifts the emphasis to feeling as a guide to value objectivity. Values are apprehended and symbolized before a judgment is made as to their worthwhileness. The symbolizing process, that is, the objectifying of the outside world to the subject, is in the form of language. If objective truth is not ready-made, but is largely a function of the questions one asks, then it is a function not only of logic but also of the imagination and feeling one gives to the questions. It is a function of the language and symbols one chooses to use. It can be said then that the greatest objectivity is found in the highest levels of subjectivity. Of importance here is seeing human development and functioning as multilevel. Higher levels of personal particularly the ability to put oneself in another's place. The language of the world's great moral teachers is poetic, symbolic, and living. The values residing in their authentic subjectivity have been objectified in language the poetry of their words and the meanings of their lives. This is the process by which all human beings objectify values. (AMH)

ED 216 527 FL 012 897

Niedzielski, Henry

Teaching English in Francophone Africa.

Pub Date-Jul 81

Note-27p.; Paper presented at the International Conference on Reading and Spelling (3rd, Edinburgh, Scotland, July 31- August 3, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, *English (Second Language), Foreign Countries, *French, *Kirundi, *Language of Instruction, Language Research, Psycholinguistics, Secondary Education, *Second Language Learning, Teaching Methods

Identifiers-*Burundi, French Africa

A study was conducted to see whether the people of Burundi would learn English more efficiently if it were presented through the people's native language, Kirundi, rather than through French. Five components were determined for the experiment: lexicon, structure, conversation, pronunciation, and spelling. A survey of 23 advanced students in a university English department revealed divided opinions on the question. A survey of M.A. theses on the subject revealed that only one had advocated teaching English directly from Kirundi. This experiment attempts to test the thesis that the English tense system and the English language in general can be taught efficiently through the use of Kirundi for explanations. For about one month 375 students in their first year of secondary studies were taught some rudiments of English sounds, vocabulary, spelling, structure, or conversational skills. All had studied French for four years. Similar Kirundi and French groups were chosen in the same schools; ten short teaching programs were prepared and carried out by graduate psycholinguistics students. Higher performances were achieved in all groups taught directly from Kirundi, except in pronunciation. Lesson scripts and tests used in the experiment are appended. (AMH)

ED 216 528 FL 012 898

Baker, Robert L.

Aspects of the Teaching of Russian.

Pub Date-Apr 82

Note-33p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Techniques, Higher Education, Language Laboratories, Morphology (Languages), Pattern Drills (Language), *Russian, *Second Language Instruction, Syntax, Teaching Methods, Vocabulary, Word Study Skills

The process of learning Russian should be no more difficult than the process of learning other languages although it may take somewhat longer. The phonetic system should not present major difficulties with respect to individual sounds, but intonation may be difficult because Russian pitch patterns represent different intentions and emotions than English patterns. Word and sentence dynamics are a more serious problem and should be properly drilled and mastered from the beginning following the sequence listening before speaking, reading before writing. With respect to syntax, morphology can be drilled, and word order can be learned if it is taught from context. Vocabulary may prove to be the most difficult aspect of the language, but it too can be mastered if the instructor attends to the importance of an understanding of the structure of the Russian word, of the manner in which roots and affixes operate within this system, and massive opportunity is provided for exposure to new vocabulary, especially through imaginative and constructive use of the language laboratory. Particularly in teaching Russian, translation exercises have their place as a summing-up exercise and a means of developing an understanding of how meaning is expressed. These teaching principles are illustrated by a number of appendices. (AMH)

ED 216 529 FL 012 899

Posner, Burt

Teaching Writing to ESL Students.

Pub Date-Oct 81
Note-5p.; Paper presented at the Annual Conference of New York Educators Association (Rochester, NY, October 23-25, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cloze Procedure, Creative Writing, Elementary Secondary Education, *English (Second Language), Expository Writing, Higher Education, *Learning Activities, Letters (Correspondence), Sentence Combining, Sentence Structure, *Writing (Composition)

The teaching of writing skills is such a complex and timely process that it militates its introduction and reinforcement from the outset of English as a second language instruction. This paper presents and describes writing activities for beginning, intermediate, advanced, and transitional levels. Among the beginning level activities suggested are copying with understanding, sentence completions, dictations, experience charts, everyday communications, situation dialogues (rejoinders), development of original sentences, sentence combinations, sentence expansion, summaries, controlled compositions, and guided compositions. Among the intermediate level activities suggested are summaries, ordering of statements, completion of forms, friendly letters, outlining, creative or recreational writing, and reactions. Suggested advanced level activities include expansion of previous writing assignments, book reports, business letters, letters of complaint, reporting, and thematic compositions Transitional level activities include continuation of letter writing, persuasive composition, expository compositions, and cloze practice. (JK)

ED 216 530 FL 012 901

Lambert, Wallace E. And Others

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.

Center for Applied Linguistics, Washington, D.C.; InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No.-ISBN-0-87281-164-6

Pub Date-Nov 81

Contract-400-80-0040

Note-34p.

Available from-Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($5.25).

Pub Type- Books (010) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, *Bilingualism, *Cognitive Style, English (Second Language), *Language Acquisition, *Second Language Learning

Four essays are presented on the subject of bilingualism, with the specific purpose of providing information for teachers about the ways in which they can help language minority children sustain their first language while acquiring English. After an introduction by G. Richard Tucker, the following papers are presented: (1) Bilingualism: Its Nature and Significance,'' by Wallace E. Lambert; (2) Bilingual Education and First Language Acquisition,'' by Catherine E. Snow and Beverly A. Goldfield; (3) Learning English as a Second Language in a Bilingual Setting: A Guide for Parents and Teachers,'' by Anna Uhl Chamot; and (4) Cognitive Styles and the Bilingual Educator,'' by Stephen R. Cahir. (AMH)

ED 216 531 FL 012 902

Drysdale, Susan Killelea, Frances

Guide to Conducting a Language Immersion/Homestay Program.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-82

Note-13p.

Available from-ACTFL, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706 ($3.00; $2.00 to ACTFL members).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Awareness, French, *Immersion Programs, Secondary Education, *Second Language Instruction, *Student Exchange Programs, *Study Abroad, Teaching Guides, Travel

This handbook, designed to assist foreign language teachers in planning and executing a language immersion/homestay program for their students, is based on a successful program in Switzerland undertaken by Northport (New York) High School French teachers in 1980. The material is presented in three parts: (1) preparation of the exchange, including an outline of the objectives, the background on the experience, assessing student and parent interest, establishing criteria for forming a student group, getting administrative approval, publicizing the exchange within the community, fund raising, arranging for the trip, matching students with their host families in Switzerland, and the orientation program; (2) an account of the two weeks in Switzerland, which covers the logistics of the students' itinerary and activities, budget, liaison with host families, ongoing evaluation, and group lessons and meetings; and (3) follow-up activities, such as the post-trip evaluation, publicity and preparations for the reverse portion of the exchange. Samples of the documents used for communication with all parties involved are appended. (AMH)

ED 216 532 FL 012 903

Reschke, Claus

Foreign Language Week: A Successful Public Relations Model.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-81
Note-9p.
Available from-ACTFL, 385 Warburton Avenue, Hastings-on-Hudson, NY 10706 ($2.50, $1.50 to ACTFL members).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, Mass Media, Models, *Organizational Communication, *Publicity, *Public Relations, Public Support, Second Language Instruction, *Second Languages
Identifiers-*Foreign Language Weeks

A detailed description is presented of a foreign language (FL) week project that was organized and executed by the Houston Area Teachers of Foreign Languages (HATFL) during the 1979-80 academic year. The document describes the preparation activities of the organizing committee, the pre-foreign language week advertising campaigns, the design of promotional activities during the week itself, and results and recommendations. The advance planning, organization, and timing are discussed in the section on preparation activities. The publicity prior to the week is described. It covered widespread advertising on billboards and buses, as well as television and radio promotions. All organizational aspects of this part of the project are outlined. The FL week activities, which took place in shopping centers, schools, and on television and radio are described with attention to content, source of materials, response of the public, and student participation. The principal result mentioned was involvement and interest of FL students and increased awareness of the advantages and need of FL study on the part of non-FL students and the general public. Based on the success of this project, a similar well-organized project using this model is recommended in any urban area. (AMH)

ED 216 533 FL 012 905

Niebuhr, Mary M., Ed.

Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981).

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; Linguistic Society of America, Washington, D.C.
Pub Date-May 82
Note-64p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Applied Linguistics, *Careers, Computers, Educational Administration, Language Planning, Language Research, Lexicography, Public Policy, Publishing Industry, Social Problems, Speech Pathology, Translation

Proceedings are presented of a conference on non-academic careers for linguists, which was co-sponsored by the Linguistic Society of America and the CUNY Ph.D. Program in Linguistics. The presentations are under two headings: (1) What Linguists Can Do,'' and (2) What Linguists Are Doing.'' The first section includes contributions by Frederick G. Mish, W. O. Baker, Frank J. Macchiarola, Tracy C. Gray, Lothar Simon and Alan Westaway. Their presentations deal with the contributions linguists may be able to make in the fields of lexicography, computers, education (non-teaching), language planning and government policy, publishing and translation. The second section includes contributions by Norma Rees, Stuart Flexner, Mark Liberman, Robbin Battison, William Labov and Marcia Farr. Their presentations focus on the fields of language disorders, lexicography, computers, business, language policy and social problems, and language research. The volume concludes with a transcript of the question and answer period. (AMH)

ED 216 534 FL 012 917

Snyder, Barbara, Ed.
The OMLTA Yearbook: 1982.
Ohio Modern Language Teachers Association, Columbus.
Pub Date-82
Note-70p.; For individual articles, see FL 012 918-925. For article entitled Successful Foreign Language Programs: Strike Up the Band Before They Drum Us Out of Town,'' see ED 213 262.
Pub Type- Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academically Gifted, *Class Activities, Classroom Techniques, *Communicative Competence (Languages), *Creative Activities, Educational Games, Latin, Modern Language Curriculum, Publicity, *Public Relations, *Reading Instruction, Russian, *Second Language Instruction, Second Language Programs, Teaching Methods, Test Construction

The first issue of the Yearbook of the Ohio Modern Language Teachers Association presents the following articles and features: (1) PR and the Language Program,'' by Nancy Humbach; (2) Creative Play in Language Learning,'' by Carolann DeSelms; (3) Foreign Language Projects for the Gifted Student,'' by Carol L. McKay and Martin D. McKay; (4) A Reading Lesson as the Reading Specialist Would Have Us Do It,'' by Madeline A. Cooke; (5) Communication Activities in Today's Latin Classroom or, the Romans Spoke Latin, So Why Can't We?'' by Carolyn Beach White; (6) My Russian Program Is Alive and Growing,'' by Henry P. Ziegler; (7) The 'Nuts and Bolts' of Test Construction,'' by Steven J. Sacco; (8) On the Art of 'Winging It','' by Jeanne Olsen and Barbara Snyder; and (9) Idea Exchange,'' by Robert Brooks and others. (AMH)

ED 216 535 FL 012 918

Humbach, Nancy
PR and the Language Program.
Pub Date-82
Note-4p.
Available from-Not available separately; see FL 012 917.
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.

Descriptors-*Administrator Attitudes, Language Enrollment, Native Speakers, *Parent School Relationship, Planning, *Public Relations, *School Community Relationship, Secondary Education, *Second Language Programs, Student Needs, *Student Recruitment

The yearly task of the foreign language department is to seek new students and to retain current students by convincing them of the value of foreign language study. Therefore, a continuing public relations campaign directed at incoming and continuing students, parents, and administrators is of vital importance. A subtle change in methodology to meet student needs, usually the need to understand and speak the foreign language, is the first step in the process. Then, courses and activities need to be advertised attractively and accurately to students, their parents and administrators. A fairly simple process might be one involving the following steps: (1) utilize the services of satisfied customers,'' advanced students, visiting native speakers such as a professional in sports, who would appeal to teenagers; (2) keep in contact with parents on their children's progress, and send letters to parents of current and prospective talented students; (3) keep administrators informed on foreign language activities, especially by affording them first-hand contact in formal and informal situations; and (4) assure foreign language visibility through mini-fairs and special announcements throughout the year but especially at registration time. The point to remember is that a program that sells is visible; it meets students' needs and provides opportunities for success. (AMH)

DeSelms, Carolann
Creative Play in Language Learning.
Pub Date-82
Note-6p.
Available from-Not available separately; see FL 012 917.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Creative Thinking, *Creativity, Discovery Processes, Experiential Learning, Humanistic Education, *Instructional Innovation, *Learning Activities, Play, Secondary Education, *Second Language Learning

Creativity is the formulation and expression of an idea which is novel and useful to the creator. It is inherent in the foreign language classroom. Interpretation of experience, or creative play, is a normal part of first language use; with guidance it can be part of the second language learning experience. The effective teacher will consciously nurture creativity in students by providing activities and an environment that will encourage students to analyze, synthesize, and reflect on the content they are acquiring. Because the creative act involves the ability to disrupt rigid patterns of mental organization, to imagine new horizons, and to engage in physical, emotional, and mental reformulations and transformations, the process can be applied to the second language classroom. Students in such a program would use the language communicatively; they would learn something about themselves and about language. In the long run, they would direct their attention to humanistic goals, namely, the promise of possibilities in diversity and the limitations of surrender to conformity. Twenty-five creative language activities are suggested for class or individual activity. (AMH)

ED 216 537 FL 012 920

McKay, Carol L. McKay, Martin D.

Foreign Language Projects for the Gifted Student.

Pub Date-82

Note-7p.

Available from-Not available separately; see FL 012 917.

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Academically Gifted, Cultural Activities, Group Activities, *Individualized Instruction, Individual Needs, Language Skills, *Learning Activities, Secondary Education, *Second Language Instruction

A language program often provides for the needs of gifted students by extra assignments or independent study. What is needed is a way to provide them with valid projects that do not add significantly to the teacher's work load. One way to do this is to plan lessons on an individual basis for the gifted student and to expand them for use with an entire class. Three areas for independent work with gifted students are culture, grammar and syntax, and the four basic language skills of listening, speaking, reading, and writing. In the area of culture, students can investigate foreign number and monetary systems and design group activities deriving from their investigations. They can study and do projects on music and poetry, using the basic language skills at the same time. Activities directed particularly to developing the four skills might involve listening to news and music, working up interviews, discovery exercises, and role-playing experiences. More advanced students might be asked to read a selection in the target language and summarize it in the native language. Various types of writing projects in the target language could be suggested. Regardless of the project, the students should be encouraged to develop activities that other students could participate in, and to direct the group activity they have developed. (AMH)

ED 216 538 FL 012 921

Cooke, Madeline A.
A Reading Lesson as the Reading Specialist Would Have Us Do It.
Pub Date-82
Note-7p.
Available from-Not available separately; see FL 012 917.
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Directed Reading Activity, Learning Activities, Lesson Plans, *Reading Comprehension, *Reading Instruction, Secondary Education, *Second Language Instruction, Spanish, *Teacher Developed Materials

Two procedures developed by reading specialists are presented for use in a second-year Spanish class. A directed reading lesson in seven steps is illustrated by an outline of a reading lesson adapted to a one-page Spanish story. The lesson includes a Three-Level Guide,'' so called because it is designed to improve comprehension skills at the literal, interpretive, and associational or applied levels. The steps are the following: (1) determine the concepts the student is to learn; (2) establish the background through questions for the students; (3) teach selected vocabulary; (4) identify the reading purpose through use of the three-level guide''; (5) allow time for reading; (6) discuss the selection from the perspective of student responses to their three-level guide''; and (7) have the students do something further with their own responses or with the concepts in the selection. The integration of the directed reading lesson and the three-level guide is intended to increase the student's reading comprehension skills. The increased teacher preparation time will mean that students read fewer selections but that they may read them with more skill and enjoyment. A translation of the Spanish story and the Spanish illustrative exercises is attached. (AMH)

ED 216 539 FL 012 922

White, Carolyn Beach

Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?

Pub Date-82

Note-5p.

Available from-Not available separately; see FL 012 917.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Class Activities, Communication Skills, *Conversational Language Courses, *Latin, *Listening Comprehension, Secondary Education, *Second Language Instruction, *Speech Communication, Student Participation, Student Teacher Relationship, Teaching Methods, *Writing Exercises

A modern language or communicative approach to teaching Latin on the secondary level is described. The traditional content of grammar and reading from classical literature is taught, but the aspect of Latin as a medium of communication is emphasized throughout the five levels of Latin instruction. On the elementary levels, each day's lesson is introduced by a 3-minute presentation in Latin by the teacher, which is followed by questions for comprehension. On the intermediate levels, this activity is increased by two dimensions; all directions and comments on tests and papers are in Latin, and on Fridays only Latin is spoken in the classroom. For the advanced classes two more activities are added; on Mondays a list of 50 new words is distributed as the basis for the week's communication activities. On Fridays, in addition to the usual Latin conversation activities, students write in their journals for 15 minutes. The journals may be personal expressions of response or reaction to the week's activities, personal accounts, and/or attempts to imitate the style of the author they have been reading. Twice a year each class conducts an auction in Latin to finance the end-of-year Roman banquet. An important outcome of the method is increased personal communication between teacher and students. (AMH)

ED 216 540 FL 012 923

Ziegler, Henry P.
My Russian Program is Alive and Growing.
Pub Date-82
Note-5p.
Available from-Not available separately; see FL 012 917
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Class Activities, *Cultural Awareness, Program Descriptions, Reading Instruction, *Russian, Secondary Education, *Second Language Instruction, Teacher Developed Materials, *Teaching Methods, Vocabulary Development

The decision on the part of students regarding what language to take often depends on the tradition of good teaching that has been established in a school. Three factors have been involved in establishing such a tradition in Russian at Princeton High School in Columbus, Ohio. These are: (1) accepting the students who sign up for Russian as they are, teaching them the language and culture, and assuring a meaningful and enjoyable experience; (2) developing a program in which the language can actually be learned; and (3) developing a methodology according to a set of criteria that are acceptable to today's students. The course starts with a 4 to 5 month program in Russian readiness with teacher-constructed materials. This phase is followed by a 3-year program using Russian for Everybody,'' from the Pushkin Language Institute, Moscow University, which is supplemented by teacher-constructed materials, and followed by other texts and reading materials. The goal of the program is active mastery of 2,500-3,000 words and a passive vocabulary of 3,500-4,000 words, as well as a genuine liking for the Russian language and the people who speak it. In the classroom situation, the student is the center of attention and the teacher, a facilitator. The methodology might be termed an audiolingual,'' and audiolingual-visual-situational-cultural'' methodology. (AMH)

ED 216 541 FL 012 924

Sacco, Steven J.
The "Nuts and Bolts" of Test Construction.
Pub Date-82
Note-12p.
Available from-Not available separately; see FL 012 917.
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Achievement Tests, *College Second Language Programs, Cultural Awareness, French, Higher Education, *Language Tests, Listening Comprehension, Reading Tests, Secondary Education, *Second Language Instruction, Speech Communication, *Test Construction, Writing Evaluation

The "nuts and bolts" of test construction concern the following areas: (1) common problems in test construction, (2) successful test formats, (3) specific testing concerns in the French individualized program (IFP) at the Ohio State University, and (4) references to help the test constructor. The specific problems considered deal with whether or not tests actually test the content of the course and the desired skills, if the test is truly representative of the unit being tested, if it is streamlined and if the students will take it seriously. The successful test formats discussed are taken from the Ohio State IFP. These include exercises in understanding natural language exchanges, personalized questions, practice in understanding longer listening passages, multiple choice exercises, cloze passages, and longer reading passages which will improve the four language skills and increase cultural awareness. Test formats are suggested that will show whether or not the student can communicate in writing in the target language. The speaking skill can be evaluated through use of the interview technique. (AMH)

ED 216 542 FL 012 925

Olsen, Jeanne Snyder, Barbara

On the Art of Winging It.''

Pub Date-82
Note-5p.
Available from-Not available separately; see FL 012 917.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Classroom Techniques, *Educational Games, Group Activities, *Lesson Plans, Secondary Education, *Second Language Instruction, *Teacher Developed Materials, *Visual Aids

Winging it'' becomes necessary when something unexpected comes up and the teacher has to improvise at the last minute. The successful winger'' has to plan ahead. Three factors in the planning are to have an overhead projector at one's disposal; to seat pupils in groups of four from the start; and to collect material from magazines, children's games, greeting cards, and any other source. Some quick lesson plans include having students make and share lists related to the lesson content, complete fill in the blank exercises with a partner, play jeopardy in teams, and play discovery using a transparency and in teams. A final suggestion is to involve the students in preparing class materials, called winging-it specials.'' (AMH)

ED 216 543 FL 012 926

Semke, Harriet D.

Living'' the Language Through Simulation.

Pub Date-Apr 82

Note-42p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982).

Language-English; German

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, *Cultural Education, Family Life, *German, Higher Education, Lesson Plans, *Role Playing, *Second Language Instruction, Teaching Methods

Extended in-depth role-playing and simulation, used effectively in the social sciences for some time, is seen as being a particularly effective technique for the intermediate level foreign language class. This paper describes a teaching unit of six or seven weeks, developed for use in the third or fourth semester of college level German, which consists of a simulation of family life in the German language area. Students are assigned roles as citizens of the ficticious community Scheinburg'' (pretended town) and as members of a family. Alternate class days are used exclusively for playing out realistic activities within families, such as goal-setting, problem-solving, and casual conversations, as well as social activities among families including serious discussions, informal entertaining, and observances of special occasions. Intervening class days are used for vocabulary building and study of cultural resources for information regarding education, political issues, family spending, celebrations, etiquette, etc. This approach provides a change of pace and maximizes student involvement and oral participation. Teaching aids for the simulation activities, in both German and English, are attached as well as a list of supplementary resources. (Author/AMH)

Baetens Beardsmore, Hugo
Bilingualism: Basic Principles.
Report No.-ISBN-0-905028-04-X
Pub Date-Apr 82
Note-172p.
Available from-Tieto Ltd., Bank House, 8a Hill Road, Clevedon Avon BS21 7HH England (9.50 British pounds-hard cover, 4.45 British pounds-paperback).
Pub Type- Books (010) - Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Bilingualism, *Bilingual Students, *Code Switching (Language), Diglossia, *Interference (Language), Language Research, Measurement Techniques, Multilingualism, *Second Language Learning

This introduction to bilingualism is designed with the undergraduates especially in mind. Since its primary concern is with the bilingual individual, it does assume some knowledge of the basic principles of linguistics. Less detail is accorded to societal bilingualism since the premise is that sociological aspects of bilingualism should be approached only once an awareness of the individual linguistic phenomenon has been understood. The work draws together much of the variegated information published in different sources since the early fifties. Major issues covered are: (1) definitions and typologies, (2) interference and code-switching, (3) measurement of bilingualism, (4) theoretical considerations, and (5) problems of the bilingual speaker. (Author/JK)

ED 216 545 FL 012 928

Bennett, Ruth L.

Guidelines for Career Content in the Foreign Language Class.

Pub Date-Apr 82

Note-15p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).

Language-English; Spanish

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Career Education, *Class Activities, Communication Skills, Higher Education, Instructional Materials, Occupations, Secondary Education, *Second Language Instruction

Career education should be part of every subject area on every grade level, from kindergarten through graduate school. Its components self-awareness, educational awareness, career awareness, and curriculum infusion can be included in language classes through special activities gleaned from career books, newspapers, and magazines; through judicious use of the regular classroom text; and by using the ancillary texts recommended. Important career activities described here include a Career Day and school and classroom bulletin boards for career information. Motivating activities are suggested for improving students' speaking, reading, and writing skills. Three texts dealing specifically with careers in foreign languages are mentioned, as well as a number of foreign language texts with information on numerous careers, which can be used in language and/or conversation courses at various levels. There is a sizable appendix containing an annotated bibiliography, guidelines for conducting a Career Day, and activities for each of the four aspects of career education. Some materials are given in both Spanish and English. (Author/AMH)

ED 216 546 FL 012 939

Mead, Robert G., Jr., Ed.

The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.
Report No.-ISBN-0-915432-82-X
Pub Date-82
Note-158p.; For related documents, see FL 012 940-945.
Available from-Northeast Conference, Box 623, Middlebury, VT 05753 ($7.95).
Language-English; French; German; Italian; Spanish
Pub Type- Collected Works - Proceedings (021) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Computer Assisted Instruction, *Cultural Awareness, Language Proficiency, Language Teachers, *Second Language Instruction, Teaching Methods, *Testing, *Uncommonly Taught Languages

The articles and presentations in this publication relate to the general theme of the 1982 Northeast Conference, the foreign language teacher as a lifelong learner. The concept that in the best teachers learning and teaching form a progressive continuum, and that learning and teaching occur simultaneously is the basic assumption underlying all the presentations, workshops, and seminars. This report is divided into four sections. The first section deals with the less-commonly taught languages as well as ideas for intensive training in them. The second section treats contemporary cultures, specifically French, German, Italian, and Spanish. Part three concerns teaching and testing, with articles on merging teaching methods and textbooks, and proficiency testing in second language classrooms. The final section deals with technology and the foreign language classroom, with special attention to the use of audiovisual materials and techniques and microcomputers. (AMH)

ED 216 547 FL 012 940

Conwell, Marilyn And Others

Less Frequently Taught Languages: Basic Information and Instruction.

Pub Date-82

Note-48p.

Available from-Not available separately; see FL 012 939.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Chinese, Grammar, Japanese, Latin, Phonology, Portuguese, Russian, *Second Language Instruction, Sign Language, Syntax, Teaching Methods, *Uncommonly Taught Languages, Vocabulary

The following articles are presented in the section of the Northeast Conference Report on less frequently taught languages: (1) American Sign Language,'' by M. Conwell and A. Nelson; (2) Chinese,'' by D. Gidman; (3) Japanese,'' by J. P. Berwald and T. Phipps; (4) Latin,'' by M. Cleary; (5) Portuguese,'' by R. Pedro Carvalho; and (6) Russian,'' by R. Baker. The discussion of American Sign Language provides an insight into the history of the language and the richness of expression manifested in a language without sound. The article on Chinese argues that Chinese is not difficult to learn and gives an overview of the characteristics of the language. The third piece discusses the importance of learning Japanese and provides many keys to its structure. Intensive Latin, the historical development of Latin, benefits of classical studies and ways to integrate it into other areas of the curriculum, particularly social studies, are discussed in the fourth article. The fifth contribution deals with the Portuguese heritage in the United States and the rich historic background of the Portuguese people. The final article gives an overview of the Russian language and argues that spoken and written Russian are easier to learn than is generally believed. (AMH)

ED 216 548 FL 012 941

Maubrey, Pierre And Others

Contemporary Cultures: Issues and Answers.

Pub Date-82

Note-46p.

Available from-Not available separately; see FL 012 939.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Cross Cultural Training, *Cultural Awareness, Culture, *French, *German, *Italian, *Latin American Culture, Second Language Instruction, *Spanish Culture

Identifiers-France, Italy, Spain, West Germany

The articles on culture in the Northeast Conference Report are intended especially for those teaching French, German, Italian, or Spanish. Generally they provide an update in the target language about current concerns including the family, education, economics, politics, and other matters of interest to second language learners. The following titles are presented: (1) La France Contemporaine (Contemporary France),'' by P. Maubrey; (2) Die Bundesrepublik Deutschland heute zeitgemasse Betrachtungen (The Federal Republic of Germany Today Timely Considerations),'' by B. Elling and K. Elling; (3) L'Italia Contemporanea (Contemporary Italy),'' by R. Trivelli; (4) La Espana de Hoy (Spain Today),'' by J. M. Darcey; and (5) La Cultura Contemporanea de Hispanoamerica (Contemporary Culture of Latin America),'' by F. Dauster. (AMH)

ED 216 549 FL 012 942

Joiner, Elizabeth G. Phillips, June K.

Merging Methods and Texts: A Pragmatic Approach.

Pub Date-82
Note-17p.
Available from-Not available separately; see FL 012 939.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Communicative Competence (Languages), Dialogs (Language), Grammar, Higher Education, *Pragmatics, Reading Instruction, *Second Language Instruction, *Teacher Developed Materials, *Teaching Methods, *Textbook Content, Vocabulary

A pragmatic approach to second language instruction sees the text as a source of content which can be used in a variety of ways; the method is a teacher's decision. As the teacher assumes more of the decision-making role, the textbook becomes the framework on which the course can be built. Techniques for adaptation are given and case studies are outlined to illustrate the process of adapting various lesson components. The case studies'' are: (1) dialogues adapted to illustrate the general adaptation techniques which were outlined earlier in the article; (2) grammar exercises adapted to communicative skill development; (3) vocabulary and affective activities; and (4) reading adapted to individualized instruction. The final section takes a chapter from a currently used textbook and brings together a number of strategies to illustrate how they interact and complement one another. (AMH)

ED 216 550 FL 012 943

Liskin-Gasparro, Judith E. Woodford, Protase E.

Proficiency Testing in Second Language Classrooms.

Pub Date-82

Note-8p.

Available from-Not available separately; see FL 012 939.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, *Language Proficiency, *Language Tests, Secondary Education, Second Language Instruction, Speech Communication, *Testing, Writing Skills

Much progress has been made in foreign language achievement testing during the past twenty years. Formative and summative evaluation have also received much attention. These measures yield information on student mastery of a course of study, student progress in the course, and on the goals and objectives of foreign language instruction itself. Because none of these kinds of tests necessarily measure a student's ability to use the language in a real-life context, proficiency tests are needed to complement them. While receptive skills (listening and reading) can be measured by discrete point tests, testing and scoring of productive skills (writing and speaking) are much more complex activities. In recent years progress has been made by Education Testing Service in the holistic scoring of writing tests. This technique is based on the assumptions that the whole of an essay is greater than its parts, and that experienced teachers can recognize good writing. Comparable progress has been made in proficiency-based testing of speaking by the Foreign Service Institute, as exemplified by the language proficiency interview. This test has been used in some educational situations, but more work needs to be done to expand linguistic descriptions at levels students are likely to attain. (AMH)

ED 216 551 FL 012 944

Parks, Carolyn

Audiovisual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities.

Pub Date-82

Note-10p.

Available from-Not available separately; see FL 012 939.

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Audiovisual Aids, *Classroom Techniques, *Communicative Competence (Languages), Cultural Awareness, Material Development, *Second Language Instruction

Recent experimentation with audio-visual (A-V) materials has provided insight into the language learning process. Researchers and teachers alike have recognized the importance of using A-V materials to achieve goals related to meaningful and relevant communication, retention and recall of language items, non-verbal aspects of communication, and cultural awareness. Authentic materials have proven most valuable in the accomplishment of these goals. These materials portray realistic situations, provide examples of natural language use within a communicative context, and illustrate the paralinguistic aspects of spoken language expression. Efforts to produce authentic materials have led to progress in the use of A-V materials such as audio plus visual laboratory programs, recorded real life situations, video tape recordings, television programming from the target culture, short-wave radio broadcasts combined with follow-up activities, foreign language films to teach culture and as a basis for teaching grammatical structures and speaking skills, and still visuals as meaningful situational contexts for language practice. A systematic approach must be taken to the evaluation of these materials and activities as well as careful planning and guidance throughout the learning experiences. (AMH)

ED 216 552 FL 012 945

Harrison, John S.

Applications of Computer Technology in Foreign Language Teaching and Learning.

Pub Date-82

Note-9p.

Available from-Not available separately; see FL 012 939.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Educational Technology, Government Role, *Second Language Instruction, Second Language Learning

Literature on the use of computers in education is vast, but there is a need for more reports from practitioners in the foreign language classroom. Leaders in the foreign language profession must provide in-service opportunities, and foreign language teachers themselves must seek active involvement with computers. Paradoxically, the United States, the leader in production of computer technology, lags behind other countries in efficient and effective utilization of computers in education. A review of developments in the U.S.S.R., France, Great Britain, Sweden, Canada, and Austria provides some guidelines for American educators. Some initiative and guidance in the use of computers in education are being provided by the House Committee on Science and Technology on the federal government level and by some states. The way some school districts are using computers gives an idea of what computers can do and why teachers should use them. Some uses in foreign language education are the mechanics of the language, the possibilities for individualized instruction, and recording and analyzing error patterns. Because the software dilemma is likely to remain the crucial problem, what is needed is extensive cooperation between curriculum specialists in foreign languages and experts in computer programming. (AMH)

ED 216 553 FL 012 946

Jacobs, Suzanne E.

Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3.

Center for Applied Linguistics, Washington, D.C.

Report No.-ISBN-0-87281-299-5

Pub Date-Apr 82

Note-107p.

Available from-Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($8.95 paperback, $15.95 hardback).

Pub Type- Books (010) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Coherence, *Cohesion (Written Composition), College English, *Discourse Analysis, Expository Writing, Higher Education, Language Research, Paragraphs, Student Writing Models, *Writing (Composition)

A study was conducted to examine writing skill, particularly maintenance of coherence, in an environment where the information load was heavy and students would be expected to have problems organizing it. The students, all proficient in English, were enrolled in a postsecondary biology class. Two of the six students in the study had high objective test scores in the course, two had borderline and two had failing scores. Discussion and results of the study are presented in three parts. The first of these is a descriptive case study of two students whose learning of biology information got in the way of their coherence in writing. Under pressure to be relevant to the lead-in sentence assigned, the students began producing prose which, although clumsy, was shaped to follow logically from the lead in sentence. The new structure, termed here ``predication load,'' carried more information and more types of information than their previous structure. In a second part, samples of six students' work were analyzed for predication load in order to compare essays written two months apart. The high predication load brought with it the possibility of increased errors and awkwardly constructed sentences. The final section explores the implications of the study, especially the hypothesis that predication load in writing is a function of the task. (AMH)

ED 216 554 FL 012 948

Gilmore, Perry, Ed. Glatthorn, Allan A., Ed.

Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, Pa., 1978).

Center for Applied Linguistics, Washington, D.C.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-ISBN-0-87281-167-0

Pub Date-82

Note-244p.; For individual articles, see FL 012 949-960. Article entitled What is Ethnography?'' is not included because it is already available as ED 159 234.

Available from-Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($12.95 paperback, $23.95 hard cover).

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Children, *Classroom Research, *Cultural Context, *Educational Anthropology, *Ethnography, Ethnology, Folk Culture, Interaction Process Analysis, Play, *Research Methodology, Schools, Sociocultural Patterns

The following articles on ethnography and education are presented: (1) A Retrospective Discussion of the State of the Art in Ethnography in Education,'' by P. Gilmore and D. M. Smith; (2) Ethnography in Education: Defining the Essentials,'' by S. B. Heath; (3) The Structure of Classroom Events and Their Consequences for Student Performance,'' by H. Mehan; (4) Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School,'' by J. Schultz, S. Florio, and F. Erickson; (5) Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico,'' by E. Jacob; (6) Competing Value Systems in the Inner-City Schools,'' by W. Labov; (7) Ethnography of Children's Folklore,'' by R. Bauman; (8) Play Theory of the Rich and for the Poor,'' by B. Sutton-Smith; (9) Four Comments,'' by C. Cazden; (10) An Educator's Perspective: Ethnography in the Educational Community,'' by R. Scanlon; (11) Institutionalized Psychology and the Ethnography of Schooling,'' by R. McDermott and L. Hood; (12) Anthropologists in Schools: School Ethnography and Ethnology,'' by P. Sanday. (AMH)

ED 216 555 FL 012 949

Gilmore, Perry Smith, David Martin

A Retrospective Discussion of the State of the Art in Ethnography in Education.

Pub Date-82

Note-15p.

Available from-Not available separately; see FL 012 948.

Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Children, *Cultural Context, *Educational Anthropology, Educational Theories, *Ethnography, Literature Reviews, Research Methodology

This article serves to introduce the papers from a colloquium on ethnography and education (1978). It points up the major themes that emerged from the conference and traces their evolution in the research efforts during the 3 years between the colloquium and the present. Four themes in particular are discussed: (1) the discontinuity between school and the home/community contexts in which children live and the concomitant amount of 'work' demanded of children in coping with the discontinuity; (2) the relative usefulness of micro- and macro-ethnographic approaches; (3) a concern for understanding the roots of ethnography and for guarding the integrity of its theoretical underpinnings; and (4) the tension between theory and practice. The paper concludes with a brief outline of the book. (Author/AMH)

ED 216 556 FL 012 950

Heath, Shirley Brice
Ethnography in Education: Defining the Essentials.
Pub Date-82
Note-22p.
Available from-Not available separately; see FL 012 948.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Anthropological Linguistics, Case Studies, *Cultural Context, *Educational Anthropology, *Ethnography, Literacy, *Research Methodology, School Community Relationship, Schools

Three aspects of the question of ethnography in education are considered: (1) an explanation of how some ethnographic methodology might be applied in ethnographic research in education; (2) some weaknesses and strengths of ethnography; and (3) a proposal for a case study in which essentials of ethnographic research might be carried out in a community-to-school study. The distinguishing feature of ethnographic studies in institutional settings is consideration by the researcher of the applicability of methods and theories used by anthropologists. Those discussed here are ethnohistorical research; definition of the unit of study, microethnographic work, linguistic investigations, and analysis of artifacts. Some of the weaknesses isolated are related to the generalizability of ethnographic studies, the absence of attention to values in descriptions of cultures, and deficiencies in achievement of comprehensiveness and holistic context. The strength of ethnographic studies lies in its provision of an empirical data base which can help provide the context for expanded interpretations of studies done by other researchers. The case-study outline proposed is a cross-cultural project intended to illustrate how ethnographic research can provide data about ways of becoming literate, specific areas of knowledge about reading and writing, and cultural items that are employed by community members in teaching and using literacy. (AMH)

ED 216 557 FL 012 951

Mehan, Hugh
The Structure of Classroom Events and Their Consequences for Student Performance.
Pub Date-82
Note-27p.
Available from-Not available separately; see FL 012 948.
Pub Type- Reports - Research (143) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Classroom Techniques, Communication (Thought Transfer), Cultural Context, *Ethnography, *Interaction Process Analysis, Research Methodology, Student Participation

Questions about students' competence in classrooms are addressed in three parts: the suitability of ethnography as a research strategy, a summary of research that examines the social organization of classroom events, and the consequences of this organization for students' performance in the classroom. The discussion of methodology leads to the observation that the objective facts and subjective states associated with education, like those associated with other cultural domains, are interactional accomplishments. What students say and do to be judged effective by their peers and teachers can be investigated by constitutive ethnographical methods examining the structure of classroom events. The studies reviewed take the perspective of the participants inside the classroom and concentrate on how the classroom is organized on a daily basis. Teacher-student interactions would seem to be rhythmic, cooperative activities involving complex coordination of speech and gesture. Interaction is segmented and, to some extent, controlled by systematic shifts in postures, conversational rhythms, and prosody. The configurations of interaction are shown to have practical consequences. Studies indicate that effective classroom participation involves the integration of academic content and interactional form. (AMH)

Schultz, Jeffrey J. And Others
Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School.
Pub Date-82
Note-35p.
Available from-Not available separately; see FL 012 948.
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Adjustment (to Environment), *Classroom Communication, *Cultural Context, Ethnic Groups, *Ethnography, *Family Life, *Interaction Process Analysis, Primary Education, Research Methodology, Teacher Effectiveness, Young Children
Identifiers-Italian (American)

A study was carried on for 2 years in a predominantly Italian-American suburb near Boston. During the period of data-collection, the researchers observed both classroom interaction in a kindergarten/first grade and the interactions of two members of that class at home with their families. The analysis is an attempt to discover what factors in classroom organization are confusing to children from a particular group with distinctive cultural communicative traditions. It was observed that at the family dinner table there were multiple conversational floors,'' that is, people spoke simultaneously and to multiple audiences. There were also many ways of listening. In the school classroom, holding the floor, defending it from interruptions, and allocating it to students were the concern of the teacher. A typology of participation structures was developed to analyze interactional activities at the family dinner table and during math lessons at school. At school, the children often chimed in at times the teacher considered inappropriate. Analysis of the data suggests that adaptations by teachers in the direction of participation structures congruent with family-life patterns would facilitate learning. (AMH)

ED 216 559 FL 012 953

Jacob, Evelyn

Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico.

Pub Date-82
Note-24p.
Available from-Not available separately; see FL 012 948.
Pub Type- Opinion Papers (120) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Children, *Cognitive Measurement, *Cultural Context, Educational Research, *Ethnography, Puerto Rican Culture, *Research Design

The inclusion of an ethnographic approach within the basic framework of a quantitative one is outlined in an attempt to combine their methodologies. Examples from an ethnographic case study of kindergarten aged children in Utuado, Puerto Rico are used to illustrate the issues being discussed, especially research design. The Puerto Rican study combined ethnographic and quantitative approaches to deal with the interface between cultural context, children's activities in that context, and cognitive factors. The basic pattern of most quantitative research is used to structure the discussion of how the Puerto Rican study combined an ethnographic approach and ethnographic data with a quantitative approach. Combining the approaches would mean: (1) a concern for context and an openness to reformulation of the problem and hypotheses; (2) development of measures having local significance; (3) sensitivity to the local meaning of procedure and instruments, and to the way they fit in the cultural context; (4) the opportunity to examine the local meaning and relevance of terms, categories, and phrases, and to identify the participants' definitions of appropriate roles and behavior standards in the research setting; (5) perception of the data collection situation as a social situation; and (6) a variety of data leading to reformulations of questions. The combined results of quantitative and ethnographic data indicate that factors in the immediate contexts of the home and school may have influenced their differential behavior. (AMH)

ED 216 560 FL 012 954

Labov, William
Competing Value Systems in the Inner-City Schools.
Pub Date-82
Note-23p.
Available from-Not available separately; see FL 012 948.
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Culture Conflict, *Economically Disadvantaged, Ethnography, *Peer Groups, *Puerto Rican Culture, Social Differences, Sociolinguistics, *Urban Schools, *Values

This discussion takes the view that poverty and school failure are not the results of natural disabilities, but rather they are the result of a conflict in our society between two opposed cultures; and that the conflict will not be resolved in any favorable way unless the dominant culture recognizes the values of the dominated culture, and changes its way of dealing with it. Ethnographic data of peer groups in Harlem are described to document the existence of the conflict between the value systems of the members and value systems of the schools. Analysis of the data gives weight to the view that it is the conflict of values and social systems that is the primary cause of reading failure, not the intelligence ability or family background of the children in school. A study of the sociolinguistic characteristics of Puerto Ricans of East Harlem closely parallels that of the peer groups in South Central Harlem. Study of linguistic change in northern speech communities shows competing value systems among whites also. The position is taken that many values associated with vernacular culture are more suited to the learning process than the current standard school system values. The individualistic and competitive techniques and expectations of the school system contrast with the close group cooperation and motivation that are encouraged in groups. (AMH)

ED 216 561 FL 012 955

Bauman, Richard

Ethnography of Children's Folklore.

Pub Date-82

Note-15p.

Available from-Not available separately; see FL 012 948.

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Children, *Childrens Games, Competence, *Ethnography, Folk Culture, Participation, *Peer Groups, Sociolinguistics

Children's folklore, the traditional formalized play activities of children, includes such speech play as riddles, games, jokes, taunts, retorts, counting-out rhymes, catches, jump-rope rhymes and many other such forms of verbal art. An initial attempt is made to study children's folklore on its own terms, not as a mechanism of enculturation for adulthood. Such a study attends to the ways and contexts in which the folklore is used in the conduct of peer group social life; it is the traditionally shared means for displaying one's competence to others. It is an index to what is important to children in the peer group and to their communicative competence within it. A series of examples drawn from research on the folklore repertoire of 5- through 8-year old Anglo, Black, and Chicano children in Austin, Texas, illustrate the study. The examples touch on ethnic and linguistic differences relating to generic preference and content. The ethnography of children's folklore reveals the impressive range of linguistic and sociolinguistic competencies fostered by children's peer group culture. The indigenous art forms of childhood might constitute a significant resource in the development of culturally responsive, locally relevant art forms in the schools. (AMH)

ED 216 562 FL 012 956

Sutton-Smith, Brian

Play Theory of the Rich and for the Poor

Pub Date-82

Note-19p.

Available from-Not available separately; see FL 012 948.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Children, *Childrens Games, *Cultural Background, Elementary School Curriculum, Ethnography, *Play, Playground Activities, Psychology, Sociology, Theories

An attempt is made to demonstrate that major theories of children's outdoor play reveal the social class biases of their originators. Most modern play theory is enclosed in the individualism of Western philosophy; its emphasis on the voluntary, the solitary, and the creative are seen as indications of its cultural relevance to people of higher economic status. Another kind of play theory, that play is a way of organizing and attenuating baser instincts through collective character training activities, is described as a way of improving the behavior of the poor, which is perceived by the rich as depraved and deprived. A schematic outline of a new sociology of play theory from a psychologist's perspective indicates that no description of play can ever be sufficient if it does not make explicit its cultural as well as its psychological assumptions. It is suggested that there is always a psychological function of mind at work in play, but always within a specific and relative framework. An implication of the examination and reformulation of play theory is that a fundamental re-examination of the informal-formal balance within the school system is called for. (Author/AMH)

ED 216 563 FL 012 957

Cazden, Courtney

Four Comments.

Pub Date-82

Note-18p.

Available from-Not available separately; see FL 012 948.

Pub Type- Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Adjustment (to Environment), Children, *Classroom Communication, *Classroom Techniques, Elementary Education, Elementary School Curriculum, *Ethnography, *Folk Culture, Teacher Attitudes, *Transfer of Training

The comments focus on two topical themes and two aspects of research in the papers in this volume of the Language and Ethnography'' series dealing with ethnography and education. The first part deals with continuity and discontinuity in children's home and school lives. Borrowing from the field of second language learning, the point is made that positive as well as negative transfer is possible and needs research. The second comment focuses on folklore and education with emphasis on the notion that the study of folklore can provide curriculum content as well as analytical tools. A third section deals with researcher/educator collaboration and discusses the benefits and difficulties of such collaboration. In a final commentary on micro vs. macro levels of research, it is stated that chances to make a significant contribution to global and societal problems will depend on finding ways to link more micro analyses of educational interactions with more macro analyses of the society in which they take place. (AMH)

ED 216 564 FL 012 958

Scanlon, Robert G.
An Educator's Perspective: Ethnography in the Educational Community.
Pub Date-82
Note-5p.
Available from-Not available separately; see FL 012 948.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Change Agents, Classroom Environment, *Cooperation, Educational Research, Elementary Education, *Ethnography, *Instructional Design, Literature Reviews, Outcomes of Education

This perspective sees the value of the views presented in the volume on Ethnography and Education'' especially in the complementary sets of interests identified for ethnography and education. Some critical problems administrators and teachers face are reviewed and some recent and ongoing research activities designed to alleviate these problems are discussed. School administrators must be sensitive to organizational adaptive change, to changes in external conditions, changes in the internal school structure, and changes in the relationship between the individual and the organization. On the instruction-learning side, newspapers are full of stories about problems with curriculum, methods, and outcomes of education. Educational research can look at what influences these educational outcomes; it can identify some of the important instructional patterns and learning environments that make a difference in student achievement. An immediate need is the creation of a comprehensive plan so that research can be put to use in schools in a manner that reflects schools' goals and the goals of society at large. One approach to such cooperation is a closer collaboration among researchers, developers, school districts, and state educational agencies. Ethnography can help by looking at problems from a different perspective. (AMH)

ED 216 565 FL 012 959

McDermott, Ray P. Hood, Lois

Institutionalized Psychology and the Ethnography of Schooling.

Pub Date-82

Note-18p.

Available from-Not available separately; see FL 012 948.

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Competence, Cultural Context, *Educational Psychology, Elementary Education, *Ethnography, *Intellectual Development, Interaction, *Research Design, Schools

Ethnographers generally allow educational psychology to define research problems, to set limits on what they can study, and to dictate some key theoretical concepts. As a consequence, lacunae in descriptions of complexities in the intellectual lives of children have not been filled in by ethnographers. Problems in the focus and methods of educational psychology are in the background of this situation. Educational psychology focuses on individual differences; its method limits it to silence or guesswork about the intellectual lives of children in homes and schools. The language of educational psychology defines the problems ethnographers describe, but ethnographers have not attended to descriptions of what intellectual events are about. Educational psychology can be a danger to ethnography if it is allowed to dictate key concepts in the description of schooling, particularly indiscriminate use of the notion of competence. The ethnographer's task should be to produce data that directly describe the organization of adequate and inadequate intellectual performance in schools. This task cannot be left to psychology alone. Once ethnographers look more carefully at learning situations, the unit of analysis linking ethnography and cognitive psychology will be not the individual but concerted activity across persons. (AMH)

ED 216 566 FL 012 960

Sanday, Peggy Reeves

Anthropologists in Schools: School Ethnography and Ethnology.

Pub Date-82

Note-4p.

Available from-Not available separately; see FL 012 948.

Pub Type- Opinion Papers (120) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Change Agents, Cultural Context, *Educational Anthropology, *Ethnography, *Ethnology, *Research Methodology

The articles in the volume on ethnography and education are seen as an attempt to think through the underlying conceptions of ethnographic method in order to provide a context and logic for its application to education. They represent an effort to bridge the gap between anthropological and educational ethnography. Some of the discussions address themselves to educational researchers, while others address educational anthropologists. Needed is a pursuit of an understanding these two audiences will make of the same methodology. Several issues needing clarification from the perspective of the anthropology of education are outlined. These are: (1) a conception of what ethnography is; (2) an examination of macro-ethnography and micro-ethnography, with emphasis on the need for both approaches to the task of learning another's reality; and (3) contrastive and comparative studies, or what might be called school ethnology. In conclusion, it is noted that the well-written ethnography can reach an audience in a way no other scholarly report can aspire to. Similarly, the presentation to teachers of videotaped interaction can change behavior in a way that manuals can not. These two factors must be kept in mind as the ethnographic paradigm is explicated. (AMH)

ED 216 567 HE 013 471

Hershey, David E.

Enrollment, Marketing, and Retention in the Coming Decade.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-Jan 81
Note-4p.; Based on a paper presented at the Annual Meeting of the National Association of College and University Business Officers, (St. Louis, 1980).
Available from-National Association of College and University Business Officers, 1 Dupont Circle, Suite 510, Washington, DC 20036.
Journal Cit-Business Officer; Jan 1981
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Persistence, *Admissions Counseling, College Attendance, College Bound Students, College Day, *Dropout Prevention, *Enrollment Influences, Enrollment Trends, *Higher Education, Information Dissemination, Intercollegiate Cooperation, Marketing, Public Relations, *School Holding Power, *Student Recruitment

The interrelation of enrollment, marketing, and retention, and implications for enrollment management planning at the postsecondary level are considered. Factors that will likely affect enrollment in the 1980s include sources of support for private institutions; increased federal controls, including legislation for veterans and financial aid; and continued emphasis on the vocational/technical area at the expense of the liberal arts. Marketing in higher education is based on institutional philosophy and mission, locating appropriate populations, involving and enrolling those populations and meeting their educational needs. An institution needs to be able to identify target populations and involve the applicant in campus visits, housing/financial aid information followup, and orientation. Additional preadmissions functions include secondary school and junior college visitations, events that focus on admissions and financial aid, and community alumni projects. A strong marketing program must have publications records systems, communications systems, and a research and evaluation component. Since the retention and enrollment rates are directly related, it is important to consider reasons students remain in college and the reasons they drop out. It is suggested that retention efforts should include a review of services to transfer students, identification of students with marginal ability and those who are undecided about a college major, and career and academic counseling. To develop a retention program an institution should determine the dropout rate, measure student perceptions of the university, establish an exit interview process, build an early-alert system, and review the results of the retention program. (SW)

ED 216 568 HE 013 472

Cook, Thomas J.

The Status of Group Life Insurance Plans.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date-Jan 81

Note-5p.; Research carried out for ``Benefit Plans in Higher Education'' (Columbia University Press, February 1980).

Available from-National Association of College and University Business Officers, 1 Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit-Business Officer; Jan 1981

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty, Community Colleges, Eligibility, *Fringe Benefits, *Higher Education, *Insurance, Private Colleges, Retirement, School Personnel, State Universities, *Teacher Employment Benefits

Identifiers-*Group Insurance, *Life Insurance

Information on provisions of group life insurance plans and the tendency of colleges and universities to provide this coverage is considered. There has been an increase in the percentage of institutions adopting group life insurance plans over the last decade. Absence of coverage is concentrated among smaller two-year and four-year institutions with relatively few employees. In addition to providing basic protection for all eligible employees, group life insurance enables the purchase of more insurance premium dollars than do most individual life policies, and no physical examination is required, except on late enrollment. Benefits payable under a group plan may be assigned as a flat amount, by age, or according to salary or job category. About 30 percent of both public and independent four-year institutions incorporate a decreasing pattern of benefits based on age in their assignment of group insurance benefits. In addition to life insurance benefits and the death benefits of a retirement plan, there may be substantial monthly survivor benefits from Social Security. About 60 percent of the four-year institutions report that accidental death and dismemberment provisions are included in their life insurance plans, as do about 75 percent of two-year institutions. Other decisions institutions must make concerning group life insurance plans include: (1) classes of employees eligible for coverage, (2) waiting period for participation, (3) roles of employer and employee in applying for the insurance, (4) coverage for dependents, and (5) continuation of coverage for retired employees. (SW)

ED 216 569 HE 013 480

Langenberg, Donald N.
The American Research University.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-Dec 80
Note-5p.; Adapted from a paper presented at the Annual Meeting of the National Conference for the Advancement of Research (1980).
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
Journal Cit-Business Officer; Dec 1980
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Administration, Educational History, Federal Regulation, Governance, Government School Relationship, Higher Education, *Institutional Characteristics, Professional Education, *Research and Development Centers, *Researchers, School Business Relationship, Trend Analysis, *Universities
Identifiers-*Research Universities, United States

Some features of the American research university that might account for its success in facilitating research are suggested, and the philosophical foundations of the modern American research university and issues for the future are considered. The major universities of the United States have based their development during the 20th century on the principal that instruction and research belong together. There are roughly 100 research universities in the nation, and the faculties of these institutions have a major commitment to the performance of research and the training of new researchers. With the support of both internal resources and federal aid, the research universities account for the majority of the national output of basic research. The faculty researcher commonly comes to the university through a long selection process. Among the vital characteristics sought in that process, beginning in the undergraduate years, are intellectual power accompanied by independence, courage, honesty, and taste,'' or the ability to choose from many possible paths. The research university commonly has a research structure that specifically appears similar to that of a business firm or a government agency. Future concerns are demographic changes, including the decreasing number of college-age persons, which will have effects on both the supply and demand sides. Other concerns are government regulation and direct intervention and the relationship between the research universities and other researcher environments, particularly industry. (SW)

ED 216 570 HE 013 494

Copyrights at Colleges and Universities.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date-Feb 80

Note-9p.

Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Policy, Administrator Responsibility, *Authors, Computer Programs, *Copyrights, Faculty College Relationship, Films, Higher Education, *Intellectual Property, *Inventions, *Legal Responsibility, Publications

The need for universities and colleges to develop policies and procedures to govern the determination of rights to copyrightable materials is addressed. The following copyright considerations are examined: scope of the copyright, copyright transfer, copyright registration, rights of copyright owner, duration of copyright, infringement of copyright, compulsory licensing, and materials subject to copyrights. Since the variety and number of copyrightable materials that may be created in a college or university community have increased significantly in recent years, an institution should consider the following: statement of institutional copyright policy, definition of copyrightable materials, determination of rights, determination of equities, and copyright administration. The statement of policies and procedures should define clearly the responsibilities and authority of the college or university copyright administrator. These include providing assistance, guidance in obtaining a publisher, and other related services. One mechanism for negotiation of copyright matters is to use a three-table panel consisting of the author or the author's representative, the institution's copyright officer, and a third member agreed on by the first two. If an institution adopts specific policies and procedures relative to the rights, disposition, and income distribution relating to copyrightable materials, it may be desirable to incorporate reference to these provisions in employment contracts where appropriate. (SW)

ED 216 571 HE 013 495

Sponsored Programs.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-Sep 80
Note-17p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
Journal Cit-College and University Business Administration; v2 n4 Sep 1980
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, Administrative Principles, *Compliance (Legal), *Contracts, Federal Aid, *Financial Support, *Grants, Higher Education, Legal Responsibility, Money Management, Private Financial Support, *Program Administration, Program Costs, Program Proposals, Research Projects
Identifiers-*Research Administration, *Sponsored Research

General administrative principles and procedures applicable to any type of program sponsored by external funds, including the federal government, are examined. Contracts, grants, and cooperative agreements are the devices for authorizing sponsored programs. Since the institutions assume full legal responsibility for the program and for fulfilling sponsor requirements, administration of these resources must be based on prudent fiscal policies, sound management practices, and effective operating procedures. Administration of sponsored programs includes proposal preparation, review, and submission; grant and contract negotiations; purchasing; development and negotiation of indirect cost rates; audit and maintenance of accounts and records; management of inventions and copyrights; property and human and animal subject controls; insuring compliance with federally mandated social programs; preparation and submission of technical and financial reports; administration of cash flow information; and compliance with other conditions of contracts, grants, and cooperative agreements. Organizational alternatives to accommodate the responsibilities or function of sponsored programs are considered, including one or more separate offices, separate corporation or foundation, and committee or board. Proposal preparation and review, negotiation, program information elements needed upon implementation, and closeouts and terminations of a sponsored project are considered. Types of contracts and grants, cost sharing arrangements, and the various conditions of performance of sponsored programs are addressed. (SW)

ED 216 572 HE 014 362

Brockway, Thomas P.

Bennington College: in the Beginning.

Report No.-ISBN-0-914378-77-5 (paperback)
Pub Date-81
Note-244p.
Available from-Countryman Press, Woodstock, VT 05091 ($10.00, paperback; $12.95 cloth).
Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Case Studies, College Presidents, Curriculum Development, Educational Counseling, *Educational History, Educational Planning, Fine Arts, Higher Education, *Institutional Characteristics, Institutional Evaluation, Institutional Research, *Single Sex Colleges, Student Characteristics, Student Recruitment, *Womens Education
Identifiers-*Bennington College VT, Institutional History

The early history of Bennington College, Vermont, beginning with initial endeavors by Vincent Ravi Booth in 1923, is examined. Topics include: granting of a satisfactory charter to the college; the role of educators such as Amy Kelly and William Heard Kilpatrick in initial curriculum recommendations; electing Robert Devore Leigh as president; recruiting students and the trustees' role; Leigh's Educational Plan of 1929; the opening of the college in 1932; counseling students; salary, tenure, and degrees; traditions at the college; administrators and other staff; visual arts and learning by doing; dance and the contribution of Martha Hill; drama program options; the music program; literature; science; social studies; Leigh's resignation in 1941; and an evaluation of the college's program and performance. Results of the 1941 evaluation include the following: about 70 percent of the students came from private schools; their fathers were professional men or in business or government; 40 percent were Episcopalian; almost all the students scored higher than upper middle class on the Chapin Social Status Scale; entering students in 1940 were at the 60th percentile for national norms on the scholastic aptitude tests; 45 percent of entering students said their major concern was art, dance, drama, or music; one-fourth of all students during the Leigh presidency had no science; sophomores had scored in the top quarter on the national scale on a general culture test; upon graduating, 61 percent of alumnae had continued their studies; and by 1940 two-thirds of the graduates had been or were employed full time. (SW)

ED 216 573 HE 014 472

Darkey, William A. Ed.

Three Dialogues on Liberal Education.

Saint John's College, Annapolis, MD.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Report No.-ISBN-0-9603690-2-3
Pub Date-79
Note-138p.; Conversations recorded at a conference on liberal education (St. John's College, Sante Fe, NM, April 1977).
Available from-St. John's College Press, Annapolis, MD 21401.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Books, Church Related Colleges, *College Curriculum, *Educational Objectives, *General Education, Higher Education, Inquiry, *Liberal Arts, Literature, *Undergraduate Study
Identifiers-*Great Books Curriculum

Transcripts of three conversations on liberal education, recorded at a 1977 conference at St. John's College, Santa Fe, are presented. The idea that great books are the best instruments for liberal education is addressed, and it is suggested that great books demonstrate to the student what is possible in the way of inquiry and expression, and that a great book is one that proposes a possible truth. Opinions are voiced regarding whether a book that raises important questions should be included in a curricula, and generally the criteria that are used in determining great books. Attention is directed to the kind of ordering principle that is possible and appropriate for a curriculum of liberal studies, and the question of art and method is raised. The broader issue of the relation of the undergraduate college of liberal arts to the modern university is also addressed, and it is suggested that the student should be taught the habit of inquiring into the foundations of the special disciplines. One view is that each discipline has its own proper methods and that a liberally educated person possesses the methods of the primary disciplines. Another topic of discussion is the purpose of studying works that represent the human figure acting and suffering. It is suggested by the editor that two main educational principles seem to underlie the conversations: the purpose of undergraduate study and the nature of learning. Participants took the position that the proper activity of undergraduate study is liberal education, or general education, and that learning is an activity of the student in which the teacher may be helpful. Liberal education is concerned with the whole range of human knowledge and experience. (SW)

ED 216 574 HE 014 538

Oliaro, Paul, Ed. And Others

The Michigan State University Alcohol Education Project for Resident Students.

Michigan State Univ., East Lansing.
Pub Date- 78

Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcohol Education, Alcoholic Beverages, *College Students, *Drinking, Higher Education, Information Centers, *Intervention, Needs Assessment, *On Campus Students, Program Evaluation, Staff Development, State Universities, Student Problems, Training Objectives
Identifiers-*Michigan State University

Major activities of the alcohol education program at Michigan State University are described, with focus on the assessment and program formulation process, staff training needed to implement the program, the kinds of alcohol education activities that can be conducted, and the role of evaluation and research in improving alcohol education efforts. Assessment was designed to determine the institutional climate as it related to alcohol misuse and involved evaluation of evidence of student problems and potential for problems. Program development involved gathering information about the alcohol abuse problem from local and federal agencies. State funding resulted in residence hall staff training and in the establishment of a central office for information on alcohol use and misuse. Training not only provided information about alcohol use and misuse but was designed to help the staff identify, confront, and assist individuals involved in alcohol abuse. A training model was structured to use large group sessions for general information-sharing and small group meetings for skills practice and experiential programs. The training model, which also addresses legal issues regarding alcohol use, is outlined. Alcohol education activities that were undertaken at the overall campus and individual residence hall levels are also outlined. Evaluation activities included surveys on awareness of alcohol use and abuse, information about alcohol, attitudes regarding alcohol, and awareness of alcohol education activities. Ninety percent of the students indicated that they drink, and 60 percent acknowledged that they knew other students with drinking problems. (SW)

ED 216 575 HE 014 656

Korey, George Bogorya, Yvonne

University without Walls: An Alternative Approach to Management Education.

Report No. CSM-1; ISBN-0-920802-42-7
Pub Date-80
Note-91p.; Appendix A may not reproduce well.
Available from-ECW Press, Strong College, York University, Downsview, Ontario M3J 1P3, Canada.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Attitudes, *Administrator Education, *Allied Health Occupations Education, Business Administration Education, *Education Work Relationship, Employer Attitudes, *External Degree Programs, *Health Services, Higher Education, *Nontraditional Education, Nontraditional Students, Questionnaires, Relevance (Education), Student Attitudes, Teacher Attitudes
Identifiers-*Canada

The attitudes and training and/or personnel directors within the Canadian business and health-area sectors towards nontraditional education in management and health services administration are reported, based on 173 surveys to business/government and health-care institutions. Following an introduction to the study, Part Two, Nontraditional Degree Programs in Business Management and in Health Services Administration,'' examines nontraditional education, education in business management, and education in health services administration. Part Three, A Study on the Attitudes of Business and Health Care Managers towards Nontraditional Management Education,'' reports the purpose and methodology, results of the study, statistical tables and figures, and results of the personal interviews. Personal comments of Canadian School of Management faculty, students, and employers appear in Part Four. Part Five offers the following conclusions: (1) there is a need for nontraditional programs in health-services administration, either through the university community, or through institutions specially set up to offer continuing education for working adults; (2) more information about nontraditional management-education programs would lead to their greater acceptability in the business community; (3) there is a strong interest among business, government, and health-care employees in part-time programs of study offered in a format that is accessible to those who work full time; (4) it is important to maintain high academic standards in such programs to provide acceptable levels of education; and (5) on the whole, the acceptance of the nontraditional degree among directors of training or personnel in Ontario is favorable. Appendices include the questionnaire, a summary of the U.S. Department of Health study, and the philosophy of Canadian School of Management. (LC)

ED 216 576 HE 014 724

McLeod, John

First Year University Student Survey, 1981.

Pub Date-Jul 81
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Failure, Academic Persistence, *College Freshmen, Comparative Analysis, Expulsion, Foreign Countries, Higher Education, Predictor Variables, Questionnaires, Self Concept, *Student Attitudes, *Student Attrition, Student College Relationship, *Student Problems, Success

Identifiers-*University of Saskatchewan (Canada)

A questionnaire was developed and tested in 1980-81 to determine any differences between University of Saskatchewan students who were required to discontinue their studies and students who successfully completed their first year. A list of factors considered to contribute to student failure was developed, and the format involved a personalized statement followed by a request to the student to indicate whether the statement had represented a major problem, a minor problem, or not a problem to them personally. In all, 1,171 student completed the questionnaire, and this number represented 80 percent of first-year students. The most frequently cited problem by students in every college early in their first year was the much heavier workload compared with grade 12. For the most part, students who were required to discontinue showed remarkable self-criticism in their responses; they recognized inadequacies in organizing their workload, in keeping up with assignments and in self-motivation, but were not inclined to criticize counseling to any great degree. There were no significant differences between student survivors and casualties for age or year of matriculation. Items most frequently cited as problems early in the first academic year and items most frequently cited as problems in mid-March are identified, along with items least frequently cited as problems at both testing times, and items that discriminated between survivors and casualties. Comparisons among colleges are also reported. (SW)

ED 216 577 HE 014 826

Slawski, Carl

Self Improvement Questions for College Teachers.

Pub Date-19 Mar 81

Note-26p.; Paper presented at the Annual Meeting of the Pacific Sociological Association (Portland, OR, March 19, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Autobiographies, College Environment, *College Faculty, Cultural Context, Faculty Development, Higher Education, Job Satisfaction, Role Perception, *Self Evaluation (Individuals), Social Environment, Systems Approach, Teacher Role, Teaching (Occupation)

A detailed list of questions for writing one's autobiography as a college teacher are presented, and suggestions for synthesizing the fragments of one's working life with several devices for self-improvement are offered. The list of questions was derived from some general systems research models of career development and the learning relationship. The autobiographical vignettes can be helpful in revealing skills and career choices. Ninety-five questions and a checklist of elements and career stages are presented as guidelines and a stimulus for assessment for managers, counselors, and career decision-makers outside of academe. Career stages are identified as: early life, narrowing the range of choice, early job experience, first big job, commitment, turning points, other opportunities, mature productive years, and retirement. Attention is addressed to cultural, personal, or situational roles. Cultural roles include background sociophysical variables, individual culture, nature and culture of the occupation, culture of the corporation, socializer agenda, and outside influences. Personal roles include personality development, proximate personal determinants, and socializer strategies; situational roles include sociopsychological attributes, individual general situation, proximate social determinants, immediate situational determinants, and definition of the situation. Within these roles, the 95 considerations include interacting variables. Self-exploration efforts for the college teacher might include 12 ways of gathering materials, including: a daily teaching journal, student ratings of the teacher, and a faculty growth contract. (SW)

ED 216 578 HE 014 856

Schuttenberg, Ernest M. Poppenhagen, Brent W.

Field Experience in Postsecondary Education: A Guidebook for Action.

Report No.-ISBN-0-8191-1212-7
Pub Date-Sep 80
Note-201p.
Available from-University Press of America, 4720 Boston Way, Lanham, MD 20706 ($11.75).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160) - Books (010)

Document Not Available from EDRS.

Descriptors-Adult Education, Continuing Education, Education Work Relationship, *Experiential Learning, Field Experience Programs, *Internship Programs, Performance Contracts, *Postsecondary Education, *Practicums, Practicum Supervision, Professional Education, *Program Evaluation, Questionnaires, Records (Forms), School Business Relationship, Teacher Education
Identifiers-Andragogy

Four main areas are addressed in this guide for learners and mentors in internship experiences in postsecondary education: (1) career orientation and planning; (2) experiential learning theory; (3) individual learning and development; and (4) program implementation and evaluation. Part One of the text identifies the structure of work in postsecondary organizations, discussing the many types of postsecondary institutions and their scope, and prospects for careers among these alternative educational environments. Selected readings are included on the specific nature of educator roles: traditional career prospects in students affairs, adult education, professional education, education and counseling in business/industry sectors, and educator training. Part Two discusses the characteristics of experiential learning, including traditional and emerging models and designs for active learning. Selected readings cover an andragogical approach, taxonomy, the community as a resource, and responsibility. Part Three identifies internship models and outlines for learning approaches, including a learning contract, the action research project option, and guidelines of the preparation of job search materials. Selected readings are on journal writing techniques and resume writing. Evaluation and research are covered in Part Four, which gives an evaluation model and results of a research study with participants in a postsecondary practicum similar in design to the internship model described in this volume. The selected readings discuss recommendations for assessor improvement and evaluation of field-based learning programs. Appendices include 17 forms, such as the participant resume, learning goals self-evaluation form, log entry form, follow-up survey, and internship perception questionnaire. (LC/Author)

ED 216 579 HE 014 889

The Role of Philosophy Programs in Higher Education.

American Philosophical Association, Newark, Del.
Pub Date-80
Note-18p.; Published with the support of a grant from the Franklin J. Matchette Foundation.
Available from-American Philosophical Association, University of Delaware, Newark, DE 19711.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Curriculum, *Consultants, Educational Benefits, Educational Objectives, Global Approach, Graduate Study, Higher Education, Inquiry, Interdisciplinary Approach, *Logical Thinking, *Philosophy, Policy Formation, Public Policy, Undergraduate Study, Writing Skills
Identifiers-Public Service

The contribution of philosophy programs within higher education and to the community is considered. It is suggested that philosophy should play a central part in the college curriculum since the study of philosophy contributes to: the development of students' critical thinking, their ability to deal rationally with normative issues, their understanding of interdisciplinary questions, their grasp of intellectual history and one's culture in relation to other cultures, their capacity to articulate and assess world views, and their skills in writing and speaking. In addition, philosophers can contribute to rational decision-making both on their campuses and in their communities. Because of their breadth, their analytical skills, their interdisciplinary perspective, and their training in dealing with normative questions, philosophers can contribute cogently to resolving public policy issues; and they can offer out-of-school adults a unique approach to important topics. Philosophers can also serve as consultants on a variety of problems. Every discipline raises questions that philosophical investigation can help clarify. Reasons for the value of philosophy graduate programs include: advanced work in philosophy is important to various nonphilosophers, both in the academic world and outside it; and reducing or eliminating a graduate program is likely to weaken undergraduate teaching and it would hinder research that supports undergraduate teaching. (SW)

ED 216 580 HE 014 924

Larsen, Max D. Brown, Bonnie

Student and Faculty Expectations of Academic Advising. Preliminary Report.

Pub Date-Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Association of Higher Education (Washington, DC, March 4-5, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Advising, *Career Counseling, College Faculty, College Students, *Expectation, Extracurricular Activities, *Faculty Advisers, Higher Education, Information Needs, Questionnaires, Role Perception, *Student Adjustment, Student Attitudes, Student Needs, Teacher Attitudes, *Undergraduate Students

Perceptions and expectations concerning the advising function held by faculty and students in arts and sciences colleges of four midwestern universities were surveyed. Usable responses were obtained from 541 (40 percent) of faculty members from the University of Wyoming, Mankato State University, Kansas State University, and the University of Nebraska, Lincoln, and usable responses were received from 649 undergraduates from the University of Wyoming and the University of Nebraska, Lincoln. Findings include the following: 78 percent of the faculty agreed that academic advisers should help students with personal problems, possibly through referral to other aides, while 61 percent of the students agreed; both faculty and students felt that advisers should help advisees clarify career values and goals; students and faculty agreed that being able to answer questions, possibly through referral, regarding financial aid and part-time employment is a reasonable expectation; 31 percent of the faculty and 54 percent of students agreed that an academic adviser should inform students about various campus activities such as student government, football tickets, and concerns; the specific responsibilities of advisee and adviser dealing with the mechanics of advising were relatively noncontroversial; both groups felt the adviser should help match student capabilities with academic program selection; and both groups felt that a student should confide in the adviser when course work problems occur. A questionnaire and statistical data on responses are appended. (SW)

ED 216 581 HE 014 929

Weigle, Richard Daniel

Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980.

Report No.-ISBN-0-960390-4-X

Pub Date-81

Note-168p.

Available from-St. John's College Press, Annapolis, MD 21401.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Chinese Culture, *Church Related Colleges, *College Role, Educational Objectives, *Educational Philosophy, Females, Foreign Countries, Higher Education, *Liberal Arts, Philosophy, Small Colleges

Identifiers-*Saint Johns College MD, Saint Johns College NM

A collection of brief addresses made by Richard Daniel Weigle to successive entering classes at St. John's College at matriculation convocations over three decades (1950-1980) are presented. The 25 convocation addresses concern the following topics: Plato's cave and St. John's College; history; liberal education and women; Subiaco and community; learning; questioning and belief; unity and multiplicity; heritage and liberal arts in learning; the world and the college; what is St. John's College; Annapolis and Sante Fe; the liberal arts college: anachronism or paradigm; relevance; polity; Hsun Tzu and St. John's College; Mao's cultural revolution and liberal education; Chinese higher education and St. John's College; St. John's College past and prologue; who are the teachers; Socrates, senior tutor; Tocqueville, equality, and education; St. John's College a revolutionary college; The Declaration of Independence; St. John's College forty years; and in retrospect. (SW)

ED 216 582 HE 014 952

H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.-House-97-8

Pub Date-Mar 81

Note-289p.; Not available in paper copy due to small print. For related documents, see ED 206 847-848.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Attendance, *Federal Aid, *Federal Legislation, Higher Education, High School Graduates, Incentives, *Military Service, Position Papers, *Student Financial Aid, Training Allowances, *Veterans Education

Identifiers-Congress 97th, *G I Bill, *Veterans Educational Assistance Act 1981

Testimonies on H.R. 1400, the Veterans' Education Assistance Act of 1981, which calls for a new GI bill education and training program for the All-Volunteer Force, are presented. The nature of the GI Bill is reviewed both historically and within the context of the present needs of the All-Volunteer Force. H.R. 1400 is designed to provide education assistance to accomplish three basic goals: readjustment assistance, recruitment incentive, and retention capability. The bill would allow a person with a high school graduate diploma to come on active duty and, for each month of good service, be eligible for $250 of educational benefits. In addition, after 6 years, a person would be eligible for $550 a month for 36 months. An important part of the bill is the transferability of these educational benefits by the individual in the service to a spouse, or to children, after serving at least 8 years. In addition, the bill would establish a preservice education program, which would have discretionary authority to allow an individual to complete his or her education and training program prior to coming into the service, and the individual would be obligated to pay back 1 month of service for each month of educational benefits provided. Among the 32 witnesses offering testimony were leading experts from the military, reserve and active duty associations, veterans organizations, military dependents, representatives of the education community, and leading experts in the field of recruitment and retention with the Armed Forces. Statements submitted by AMVETS and the Paralyzed Veterans of America are included. (SW)

ED 216 583 HE 014 961

Stich, Judith, Ed.

Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).

American Council on Education, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-300-79-0519

Note-98p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accountability, Accreditation (Institutions), *Educational Finance, Educational Quality, *Evaluation Criteria, Evaluation Methods, Federal Government, Financial Policy, *Financial Support, Government Role, Government School Relationship, *Higher Education, Performance Factors, Private Colleges, Public Policy, Resource Allocation, State Colleges, State Government, Statistical Data

Identifiers-*Financial Indicators, *Institutional Vitality, Maryland, National Center for Higher Education Management

Proceedings of the 1979 Financial Measures Conference which assess Progress in Measuring Financial Conditions of Colleges and Universities'' are presented. Focus is the prospective uses of financial indicators and the results of attempts to employ indicators at the institutional, state, regional, and federal levels for management, and policy analysis and implementation. Papers and authors are as follows: The Federal Interest in Development of Financial Indicators for Policy Purposes'' (Victor D. Wenk); Progress at the Regional Level: Advances in the Use of Financial Indicators in the Regional Accreditation Process'' (William Haywood); State Level Uses of Financial Health Indicators Problems in Assessing the Health of Public Institutions'' (Paul Wing); The History and Prospects for Financial Health Indicators in Maryland'' (Frank A. Schmidtlein and Lucie Lapovsky); The Use of Performance/Quality Data to Allocate Funds'' (E. Grady Bogue); Implications for State Policy Toward Public Institutions'' (T. Michael Elliott); Legislative Uses of Financial Data for State Policy-Making'' (William D. Law, Jr.); Independent Colleges: A Case Study Approach'' (Nathan Dickmeyer and K. Scott Hughes); Critical Assessment of What is Needed Now: Perceptions of the Business Officer'' (D. Francis Finn); The NCHEMS Indicators Project, NCHEMS Financial Health Indicators'' (Douglas Collier); 50-State Study of Support for Higher Education'' (Marilyn McCoy and D. Kent Halstead); On the Horizon: Bringing Educational Quality into Financial Analysis'' (Hayden W. Smith); Plans for 1980'' (Carol Frances); and A Review of Progress Toward Implementation of the Recommendations of the 1978 Conference Report'' (Carol Frances). (SW)

The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.

Hiroshima Univ. (Japan). Research Inst. for Higher Education.
Spons Agency-Ford Foundation, New York, N.Y.; Ministry of Education, Tokyo (Japan).
Pub Date-Dec 81
Note-86p.; Questionnaires in English and Japanese.
Available from-Research Institute for Higher Education, Hiroshima University, Hiroshima, Japan 730.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Faculty, College Instruction, *Foreign Countries, Graduate Study, *Higher Education, *International Educational Exchange, School Surveys, Student Attitudes, *Student Exchange Programs, *Study Abroad, Teacher Attitudes, *Teacher Exchange Programs, Universities
Identifiers-Asia, Europe, *Japan, United States

Factors and conditions that facilitate or retard international exchange in education and research at Japanese universities were studied, and Japanese higher education was assessed from the perspective of international openness. The following surveys were conducted: an Institutional Survey on International Exchange Programs in Japanese Universities, a National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges, and a Survey of Opinion among Foreign Students Concerning Japanese Graduate Education. Sample questionnaires in English and Japanese for the latter two surveys are appended. It was found that more than 40 percent of the institutions have some organizations or positions dealing with international exchange, and more than 20 percent of the institutions have some cooperative relationship or exchange program with foreign institutions. In addition, more than 80 percent of the institutions employ foreign teachers, full-time or part-time. In contrast with foreign teachers, more than 70 percent of foreign graduate students seemed to be satisfied with the graduate school they attend. However, they did not necessarily feel that Japanese universities have reached the international academic standard. Foreign university teachers in Japan criticized the research orientation rather than teaching orientation of Japanese professors, the lack of an organized and structured curriculum, and the uniform and inflexible teaching methods and patterns. Summary reports on the following international study tours are also presented: international academic exchange in Europe and the United States, appointment procedures of foreign professors in comparative perspective, and international academic exchange between Japan and Asia. A bibliography is appended. (SW)

ED 216 585 HE 014 991

Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
Pub Date-82
Note-16p.
Available from-The University of the State of New York, The State Education Department, Bureau of Higher Education Opportunity Programs, Albany, NY 12230.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Advising, Career Counseling, *College Students, Economically Disadvantaged, Educationally Disadvantaged, Eligibility, Higher Education, Individual Counseling, In State Students, Private Colleges, *Remedial Programs, *State Aid, *Student Financial Aid, Tutorial Programs
Identifiers-*Higher Education Opportunity Program, *New York

Information on the Higher Education Opportunity Program (HEOP), which provides supportive services and financial aid to New York State residents attending colleges and universities in New York State is presented. Students eligible for HEOP will generally rank low on such traditional measures of collegiate admissions as the Standard Aptitude Test board scores, high school average, class standing, or Regents Scholarship examinations. The eligible student would not otherwise be accepted under the institution's normal admissions standards at a matriculated status in a degree program. HEOP eligibility criteria at open admissions institutions are also outlined. Eligibility is also dependent on economically disadvantagement, and guidelines for determining this criteria are included. Students must possess a high school diploma or its equivalent and have the potential and motivation for successful completion of college. Information is also presented on applying for admission to the HEOP, and on the summer program and supportive services. Entering students usually are required to participate in a prefreshman summer program designed to orient the student to college life, initiate a program of academic skills building, and acquaint the student with the services available through HEOP. The following supportive services are briefly described: remedial and developmental courses, tutorial services, and counseling. Counseling is available to assist students with academic, personal, career, and financial concerns. A list of participating institutions is included. (SW)

ED 216 586 HE 014 992

Terenzini, Patrick T. Pascarella, Ernest T.

Freshman Attrition and the Residential Context.

Pub Date-Mar 82
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Persistence, College Environment, *College Freshmen, *College Housing, Dormitories, Females, Higher Education, Longitudinal Studies, Males, *On Campus Students, *Peer Influence, Private Colleges, *Residential Colleges, Student Attitudes, *Student Attrition, Student Experience, Student Motivation

The influence on freshman student attrition of the group with whom a student lives (i.e., the composition or contextual character of the collegiate residence unit) was investigated. Based on Tinto's (1975) model of college student attrition, a longitudinal study was conducted at a large, independent, residential university in New York State having a total undergraduate enrollment of approximately 10,000. Responses from 1,457 students to an initial questionnaire were evaluated in the summer of 1976 to assess students' expectations of a variety of aspects of the college experience, as well as selected background information. During the spring semester of 1977, a second questionnaire sought information on the reality of college experience. Usable responses were received from 763 freshmen. After controlling for students' precollege characteristics and individual levels of academic and social integration in the institution, the residence unit context was found to be reliably related to attrition/retention among men, but not among women. For men, those living in a residence unit characterized by comparatively higher levels of occupant commitment to the institution and to personal goals were significantly more likely to enroll as sophomores than were freshmen in units with lower levels of commitment among the residents. The results suggest that in assessing the influence of residence arrangements on attrition (or on any other educational outcome), the influence of the context of the residence can be differentiated (at least for men) for the influence of the unit's type (e.g., dormitory, fraternity/sorority). (SW)

ED 216 587 HE 014 993

DiBiasio, Daniel A. Ecker, George

Academic Program Review in a Loosely Coupled System.

Pub Date-Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Advisory Committees, *College Programs, Coordination, *Educational Assessment, Graduate Study, Higher Education, *Organizational Theories, *Program Evaluation, School Organization, *Self Evaluation (Groups), State Colleges, Student Role, Teacher Role, Undergraduate Study
Identifiers-*Ohio State University

The academic program review process that accounts for conceptual properties of loose coupling is analyzed, and organizational theory literature is reviewed with regard to program review and loose coupling. In addition, the academic program review process used at Ohio State University is described in detail, and the elements of loose coupling evident in that process are examined. Loosely coupled systems are organizations or organizational elements that are tacitly related to one another. Loosely coupled review processes typically have comprehensive purposes, variable review procedures, and program specific review criteria. Distinctions between tightly coupled and loosely coupled review systems are summarized. Program review at Ohio State University is a comprehensive, faculty-based process; all aspects of academic programs are reviewed: teaching, research, and service activities, and graduate and undergraduate components. There are commonly four parties to each review: the program itself (faculty, students, and program administrators), the college to which the program reports, the graduate school, and the Office of Academic Affairs. A coordinating committee composed of senior faculty members outside of the program being reviewed assist self-study committees plan the review, manage the external review, and bring reviews to closure. Nine characteristics form the conceptual bases of program review at the university: flexibility, program definitions, self-study, parties to the review, openness, feedback, external review, peer coordination, and closure. It is concluded that when program review is structured so that the process accounts for the university as an organized anarchy,'' the functions of loose coupling are apparent. (SW)

ED 216 588 HE 014 999

Entry Level Skills Program Implementation Guide.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Pub Date-May 80

Grant-NIE-G-79-0095

Note-108p.; For related document, see HE 015 002.

Available from-Institute for Services to Education, Inc., 1320 Fenwick Lane, Silver Spring, MD 20910.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Freshmen, Criterion Referenced Tests, *Developmental Studies Programs, Educational Research, Higher Education, *Instructional Systems, Management Information Systems, Mastery Tests, Minority Groups, *Program Administration, Program Development, *Program Evaluation, Program Implementation, Standardized Tests, Student Evaluation, Systems Approach

Identifiers-*Entry Level Skills Program

A guide to the implementation of the Entry Level Skills Program (ELSP) and a conceptual framework for evaluation research is presented. Attention is directed to strategies for the attainment of goals and management of the ELSP project, which is a developmental program for freshmen students who have not acquired the full range or level of cognitive skills needed for college. Overall, the project was designed to provide professionals, and particularly women and minorities at the postdoctoral and predoctoral levels, the opportunity to design and implement the evaluation research component of the ELSP. The competency-based skills program is based on the planning, management, and evaluation (PME) systems concept to instruction and student testing using a standardized pre- and post-test battery and a series of criterion-referenced tests (e.g., the Comparative Guidance and Placement Program battery). The role that a management information system (MIS) plays in ELSP implementation and development is addressed, and a MIS open-systems model that can be utilized in the curriculum development process is presented, along with a theoretical model for the development of a PME plan for the ELSP. The process for the flow of information and data management is also described. The major functions of the PME are identified and defined: planning, organizing, coordinating, monitoring, and assessing. Additional objectives of the program to assist participating institutions in the development of instructional systems (i.e., instructional strategies, recordkeeping, and classroom management) are also noted. Various questionnaires, forms, flow charts, and data elements are appended, along with a bibliography. (SW)

ED 216 589 HE 015 002

Progress Report on ELSP Program, 1979-80.

Institute for Services to Education, Inc., Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
Pub Date-80
Grant-NIE-G-79-0095
Note-28p.; For related document, see HE 014 999. Paper presented at Summer Conference, Dillard University (New Orleans, LA, 1980).
Available from-Institute for Services to Education, Inc., 1320 Fenwick Lane, Silver Spring, MD 20910.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biology, *Black Colleges, *College Freshmen, *Criterion Referenced Tests, *Developmental Studies Programs, *Educational Research, English Instruction, Higher Education, Language Skills, Mastery Tests, Minority Groups, *Professional Development, Program Evaluation, Science Instruction, Standardized Tests, Student Characteristics, Student Evaluation, Systems Approach, Teacher Attitudes, Teacher Characteristics
Identifiers-*Entry Level Skills Program, Huston Tillotson College TX, Wiley College TX

Implementation of the Entry Level Skills Program (ELSP) during 1979-80 at Huston-Tillotson College and Wiley College, both historically black institutions in Texas, is described. The ELSP, which is a developmental program for freshman students who have not acquired the full range or level of cognitive skills needed for college, is part of the Developmental Research Project, which is designed to provide an improved learning system, a management information system, an appropriate test package, and a monitoring and evaluation system. Overall, the project was desigred to provide professionals, and particulary women and minorities at the postdoctoral and predoctoral levels, the opportunity to design and implement the evaluation research component of the ELSP. The competency-based skills program is based on the planning, management, and evaluation systems concept to instruction. In addition, the program addresses testing concerns, and the study design includes administration of a standardized pre- and posttest battery and a series of criterion-referenced tests (e.g., the Comparative Guidance and Placement Program battery). The Institute for Services to Education Demographic/Psychosocial Scale and the Faculty and Administrator Survey form were also administered. Information is provided on student and faculty characteristics at the two pilot schools, student performance on reading and written English expression, performance on criterion-referenced tests in English and biology, results of item analyses of mastery tests, and results of faculty critiques of the programs in math and biology. Brief recommendations regarding the English tests (including reexamining items on the mastery test), the study survey guide, reporting forms, and the establishment of a cut-off score for the mastery tests are included. (SW)

ED 216 590 HE 015 003

Spitzberg, Irving, J., Jr., Ed.
Universities and the International Distribution of Knowledge.
Report No.-ISBN-0-03-056976-1
Pub Date-80
Note-205p.
Available from-Praeger Publishers, 521 Fifth Avenue, New York, NY 10017.
Pub Type- Books (010) - Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-Case Studies, Educational Economics, Foreign Countries, *Higher Education, *Information Dissemination, *International Education, International Organizations, *International Relations, *Knowledge Level, Political Attitudes, Political Power
Identifiers-Africa (East), Canada, England, Indochina, Third World, United States

The role of the universities in the international distribution of knowledge is examined. An introduction by Irving J. Spitzberg, Jr. provides an overview of the volume. Part I: Analytical Context includes: Universities and the New International Order: A Conceptual Analysis'' (Spitzberg); Knowledge as a Commodity: The Inequities of Knowledge Creation'' (Budd L. Hall); and The University as Center and Periphery'' (Philip G. Altbach). Part II: Case Studies examines: Maple Leaf, British Bough, American Branch: Canadian Higher Education in Developmental Perspective'' (Edward Silva); The Myth of Educational Planning: The Case of the Indochinese University, 1906-1938'' (Gail P. Kelly); Collective Scientific Self-Reliance: Possibilities and Limitations'' (Thomas Eisemon, Yakov Rabkin, and Eva Rathgeber); and The Growth of Social Science in East Africa: Notes on the Development of University-Based Knowledge'' (David Court). Part III: Strategies for the Future includes: Universities, International Organizations, and the Exploration of Alternative Futures for World Order'' (John E. Fobes); Notes on Enlightenment and Transnational Cooperation'' (Spitzberg); and Politics and Economics in the Third World University: Some Analytical Insights'' (Mitchell Harwitz and Abraham Haspel). Among the several conclusions are: a research agenda must examine more case studies from the universities; research studies are needed on the role of particular universities in a variety of national settings in the generation and flow of knowledge concerning specific topic areas; further research is needed for constructing frameworks for investigating the distribution of knowledge; and more knowledge is needed on the universities as political institutions in their international and national context. Information on the authors and an index are provided. (LC)

ED 216 591 HE 015 005

Menges, Robert J., Ed.

Intellectual Journeys in Faculty Development. Occasional Paper Number 14.

Northwestern Univ., Evanston, Ill. Center for the Teaching Professions.
Pub Date-Oct 81
Note-85p.
Available from-The Center for the Teaching Professions, Northwestern University, Evanston, IL 60201 ($3.00).
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Development, Adult Students, *College Faculty, *Faculty Development, Higher Education, Mathematicians, *Researchers, Research Methodology, *Scholarship, Teacher Role, Teaching (Occupation)

A collection of six papers on faculty development concerns is presented. In The Scholar-Practitioner Dilemma,'' Robert J. Menges notes the dual roles of scholarship and teaching that faculty members confront and introduces the topics that are addressed by the other authors. Attention is directed to the processes involved in intellectual work. In A Mathematician's Journey: From Applying the Pure to Purifying the Applied,'' Ronald A. Smith describes how his original training in mathematics affected his search for a conceptual framework and for research methods to work in faculty development. Robert E. Young notes in Tanning My Hide with Research,'' that linking theory and behavior became both his intellectual quest and the problem on which he worked with faculty, and he describes research with teachers that focuses on their conceptions about teaching. On Doing Intellectual Work: Grasping the Power of the Gestalt,'' by Rita Weathersby, outlines her concern with adult development, with special reference to students, and her interest in how conceptions of situations change and how such perspective shifts can be understood and facilitated. In The Creativity of Being Marginal: A Style of Generating Research in Education,'' John D. W. Andrews brings a clinical perspective to his activities of teaching and faculty development, since his practitioner skills include psychotherapy. His concerns include the effects of tension and problem formulation, research procedures, and dissemination of findings. In The Path of Passionate Inquiry: A Comment on Smith, Young, Weathersby, and Andrews,'' Michael M. Piechowski traces paths described by the authors. (SW)

ED 216 592 HE 015 012

Coleman, Nancy

Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.

Council on Social Work Education, New York, N.Y.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-Nov 81

Note-61p.

Available from-Council on Social Work Education, 111 Eighth Ave., Suite 501, New York, NY 10011 ($6.00).

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrators, Change Strategies, College Faculty, College Planning, *College Programs, College Students, Curriculum Development, Educational Quality, *Equal Education, Extracurricular Activities, *Females, Higher Education, Models, *Professional Education, *Social Work, Student Needs

Identifiers-*Project on Achieving Equity for Women Soc Work Ed

An overview of activities of the Project on Achieving Equity for Women in Social Work Education between July 1979 and June 1981 is presented. The main objective was to seek information about alternative strategies to achieve educational equity, and to construct a frame of reference that could be used universally to organize efforts to improve the quality of educational programs as they relate to female administrators, faculty, and students, and to curriculum content that addresses distinctive needs of women. After briefly providing a historical perspective, a summary is presented of 226 responses to the first part of a questionnaire seeking information from social work programs about curriculum content on women in required and elective courses, and about extracurricular activities that pertain to women's concerns. A summary is also presented of 131 anonymous responses to the second part of the questionnaire, which sought information about barriers to achieving equity for women. Barriers that were reported include barriers in curriculum planning and teaching, and noncurriculum barriers that relate to the profession, to the institution, to administrators and faculty, and to students. The development of five specific plans to achieve educational equity are institutional factors, consultant's relationship to program, organization of work group, focus of change efforts, selection of strategies for change, projected outcomes, monitoring and evaluation, and institutionalizing the gains. Limitations and problems encountered at program sites, and guidelines for achieving equity are examined. (SW)

ED 216 593 HE 015 014

Bridgwater, Carol Austin Walkenbach, John

Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration.

Pub Date-Apr 81

Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Authors, *College Faculty, *Departments, Higher Education, Periodicals, Productivity, Psychologists, *Psychology, *Publications, *Research Methodology, Research Problems

Identifiers-*Faculty Publishing, *Ranking

Endler, Ruchton, and Roediger's (1979) method of obtaining exact publication counts for individual psychologists in order to make ratings of psychology departments was evaluated. Using the 1975 Social Science Citation Index'' (SSCI) as a data base, Endler et al. ranked departments on total citation and total publication counts. Additionally, they provided ranks based on mean citation and publication counts. Attention was focused on the Endler et al. study to determine the accuracy of publication counts obtained from the SSCI in comparison to self-reported publications. Self-reported 1975 publications were obtained from 113 psychologists, and publication counts were made by 16 categories. The 1975 SSCI Source Index'' was used to estimate what Endler and associates' count would have been for each of the 113 psychologists. Only 174 of the 260 reported publications could be found in the 1975 Source Index.'' Moreover, the correlation between an individual's SSCI count and self-reported publications was .61, which is low given the large number of journals (over 3,000) referenced in the 1975 SSCI.

Psychological Abstracts'' was then evaluated in a similar manner to determine if it would be a more reliable source for counting publications. The analysis yielded only a moderate correlation of .65. Based on the findings and additional analysis, it appeared that discrepancies between self-reported counts and archival sources were probably due to oversight and inaccuracies in the archival sources. The errors could significantly alter a department's rank in the Endler et al. study. (SW)

ED 216 594 HE 015 015

Gleberzon, William

Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.

Toronto Univ. (Ontario). Dept. of Alumni Affairs.

Pub Date-81

Note-14p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advisory Committees, Alumni, *Alumni Associations, *Alumni Education, Continuing Education, Foreign Countries, Gerontology, Higher Education, Lifelong Learning, *Older Adults, Program Development, *Volunteers

Identifiers-*University of Toronto (Canada)

Objectives, administrative organization, and activities of the Senior Alumni Association of the University of Toronto, which consists of members at least 60 years old, are described. The programs of the association are self-sustaining and generated from fees charged for its continuing education courses. Surplus funds generated by these fees are contributed to the University of Toronto, probably to its new program in gerontology. The association does not actively engage as an organization in fund-raising for the university; its focus is its programs and activities. Three categories of activity are advisory, service, and education. Senior alumni are represented on the advisory committee of the program in gerontology and have been asked to serve as resource persons and evaluators in its new diploma course. They also help in designing a new alumni college program. Service functions are called Alumni Talent Unlimited'' and projects include: teaching English as a second language, monitoring careers talks, providing guides for campus tours, and providing guides for the university's library. The continuing education program of the association involves a lecture-discussion series to introduce senior alumni to current university faculty, a preparation for retirement course, and fun-and-fitness program. Each course is designed and implemented by individual committees of senior alumni working in conjunction with the assistant director of the Department of Alumni Affairs. As of 1981, over 500 people had participated in at least one of the association's activities. (SW)

ED 216 595 HE 015 016

The 1980-1981 General College Retention Program, Final Report.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-Jan 82

Note-156p.; Not available in paper copy due to poor reproducibility.

Available from-University of Minnesota, General College, Minneapolis, MN 53455.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Academic Persistence, American Indians, Ancillary School Services, Black Students, *College Students, *Developmental Studies Programs, Dropout Prevention, Higher Education, *High Risk Students, Individualized Instruction, Language Skills, Latin Americans, Learning Modules, Mexican Americans, *Minority Groups, Pilot Projects, Program Costs, Program Evaluation, *Writing Instruction

Identifiers-General College Pilot Education Program, *University of Minnesota

Three papers pertaining to the General College Pilot Education Program (PEP), a retention effort undertaken by the General College, University of Minnesota, are presented. In An Overview of the General College PEP Program in Its Second Year,'' C. P. Zanoni addresses the components of the program, evaluation efforts, and program costs. The PEP program is an academic support-service designed to assist, encourage, and retain high-risk students. The program consists of three individualized PEP packages, each of which is designed to meet the academic and support service needs of a particular ethnic or racial minority group. The components of the three PEP packages (American Indian, Chicano/Latino, and black) consist of integrated educational modules. The academic plan consists of skills development courses (language modules), subject matter modules, support services, and individualized course assistance. In The Second Year of the General College PEP Program: A Curriculum Experiment for Underprepared Minority Students,'' John L. Romano and Joan B. Garfield, indicate that the overall retention rate of PEP students increased from 59 percent in 1979-80 to 70 percent in 1980-81. A demographic profile of entry-level students enrolled in the 1980-81 PEP program, along with their academic achievement, and the progress of 1979-80 students who continued or dropped out of the university are addressed. In Teaching Writing in the PEP III Package,'' April Knutson discusses requirements of the PEP writing courses and the outcomes of the course with black students. Course listings and program costs for 1980-81 are appended. (SW)

ED 216 596 HE 015 018

DaRosa, Debra A. Folse, Roland

A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.

Pub Date- 81

Note-7p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Case Records, *Clinical Experience, Data Collection, Experiential Learning, Group Activities, Higher Education, Individual Activities, *Learning Activities, Medical Case Histories, Medical Education, *Medical Students, *Records (Forms), Student Evaluation, Surgery

Identifiers-*Logbooks, *Southern Illinois University School of Medicine

A medical student logbook that was developed by the Department of Surgery at Southern Illinois University School of Medicine to improve the clerkship is described. Specific objectives of the logbook were: (1) to reinforce student habits to systematically record relevant data concerning patients for purposes of future recall and reference; (2) to serve as a stimulus for discussion in lecture rounds and in sessions between the student and his preceptor; and (3) provide a medium for collecting data on the students and their daily activities. Students routinely record their daily activities on preprinted pages. Quality control is maintained through weekly reviews by designated faculty and students' preceptors. Once reviewed, the data are entered into a computer in time for midterm and final student evaluations. Output reports indicate availability and frequency of student participation in activities, both individually and as a group. This information is especially useful at mid-evaluation, since it highlights student experience voids in time to resolve them within the second half of the clerkship. Scheduling during the clerkship is planned to provide a sufficient number and variety of patient management experiences. A continual assessment of student activities is crucial to measuring curriculum goal attainment. The logbook provides quantitative data on the activities of students and the type of clinical skills that each student observes, performs, or assists with during the clerkship. It also indicates the number of patients worked up and followed through to surgery and whether each student has had adequate experience in conducting histories and physicals and in making oral or written case presentations. (SW)

ED 216 597 HE 015 020

Adelstein, Diane And Others

Dimensions Underlying the Characteristics and Needs of Returning Women Students.

Maryland Univ., College Park. Counseling Center.
Report No.-UM-CC-RR-8-79
Pub Date- 79
Note-14p.; Supported by the University of Maryland Computer Science Center.
Available from-Counseling Center, University of Maryland, College Park, MD 20742.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Students, Ancillary School Services, Educational Needs, *Females, Higher Education, Institutional Research, Mothers, Parent Role, *Reentry Students, Self Concept, Student Characteristics, *Student Needs, *Womens Education
Identifiers-*University of Maryland College Park

Demographic characteristics, psychological needs, and program needs of a random sample of returning women students at the University of Maryland, College Park, were assessed. The women students were 25 years old or older who had interrupted their studies for at least two years. Of the 288 students who were mailed an anonymous questionnaire, responses were received from 239. An attempt was made to understand some of the dimensions underlying the characteristics and needs of returning women students. Factor analysis revealed eight dimensions for the returning women; interest in special services; the presence of older children in households and their effect on the returning woman; self-confidence and self-concept of the students; the situation of the mature women whose children have left home; dealing with roommates and their relationship to and effect on the returning woman; having young children and demands of child care; student fulfillment; and academic needs (e.g., skill refresher courses, test-taking skills). Particular segments of the population of returning women who had differing needs were identified. While a program for reentry students that provides cohesive support is critical for some returning women, it would be a negative program for others who need more specific services such as financial aid or academic assistance, and who do not want to be singled out or stigmatized as special students. Age of children provided a key variable discriminating among the needs of these students. An important distinction was made between women returning to school for enjoyment as opposed to tolerating school to get a degree or a job. A bibliography is appended. (SW)

ED 216 598 HE 015 024

Chait, Richard P. Ford, Andrew T.

Beyond Traditional Tenure. A Guide to Sound Policies and Practices.

Report No.-ISBN-0-87589-519-0
Pub Date-82
Note-291p.
Available from-Jossey-Bass Inc., 433 California Street, Suite 1000, San Francisco, CA 94104 ($16.95).
Pub Type- Books (010) - Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Academic Rank (Professional), Administrative Policy, Case Studies, College Administration, *College Faculty, Contracts, Employment Practices, *Faculty College Relationship, Faculty Evaluation, Faculty Promotion, Higher Education, *Personnel Policy, *Policy Formation, Quotas, Rewards, Teacher Dismissal, Teacher Salaries, *Tenure
Identifiers-Harvard University MA

Based on information gathered in a survey of senior academic administrators and from in-depth, on-site interviews with faculty, staff, and trustees on campuses across the United States, the successes and failures of principal academic personnel traditional tenure, tenure with modifications, and nontenure term-contract systems are described. Chapter 1, Tenure in Context,'' provides a historical backdrop for the discussion of traditional tenure and departures from tradition. The second chapter, Institutions Without Tenure,'' reviews in detail the employment policies of three colleges that decided to forgo tenure completely. Chapter 3, Life Without Tenure,'' appraises the drawbacks and benefits of nontenure systems. In Tenure and Nontenure Tracks,'' policies that establish tenure-track positions for some faculty and non-tenure-track positions for other faculty are considered. Chapter 5, Extended Probationary Periods and Suspension of 'Up-or-Out' Rule,'' assesses policies designed to defer the tenure decision and thereby slow the march of untenured faculty members toward tenure tracks. Tenure Quotas,'' in the sixth chapter, examines the advisability of tenure quotas predetermined limits or general guidelines designed to control the percentage of faculty on tenure at one time. Chapter 7, Sound Tenure Policy,'' analyzes the policies and practices of three schools where tenure policies work well, and Chapter 8, Evaluating Tenure Faculty,'' addresses faculty evaluation both before and after tenure. Chapter 9, Distributing Rewards and Applying Sanctions,'' considers salary administration and the conditions necessary for an effective merit pay program and proposes strategies to meet states' objectives of a given policy. The final chapter, Auditing and Improving Faculty Personnel Systems,'' furnishes a general guide to audit'' the effectiveness of any academic personnel system and provides guidance likely to improve personnel policies and policy administration. Appendix A states the promotion and tenure policies of the Harvard Business School, which was found to be a model statement in terms of completeness, clarity, and candor. Appendix B presents a sample printout from a simulation model of faculty flow. An index and references are provided. (LC)

Loavenbruck, Grant

Continuing Social Work Education Provision: Trends and Future Developments.

Council on Social Work Education, New York, N.Y.
Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Nov 81
Note-62p.
Available from-Council on Social Work Education, 111 Eighth Ave., Suite 501, New York, NY 10011 ($6.00).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Programs, Financial Support, Higher Education, *Professional Continuing Education, *Professional Education, Program Administration, *Social Work, Trend Analysis
Identifiers-*Program Objectives

The current state of the art concerning the provision of continuing social education and recent expansion and pressures for continued growth through the 1980s are considered. Specific topics include: the continuing education directors and staff; the continuing education program (CEP) as an organization; the CEP's programming, funding sources, and patterns; the CEP and linkages to its environments; the CEP's status and integration into social work education; flexibility versus standard setting and the need for institutionalization of the continuing education function; the evolving functions of the CEP; the emerging array of continuing education consumers; teaching modalities; and the CEP and its regulatory environment. By comparing current data with previous surveys, projects, and literature, an attempt is made to depict the extent of growth, institutionalization, and integration of continuing social work education in relation to social work education and practice in general. Projections for the future are included, and emerging themes and pressures for continued growth of continuing social work education are addressed. Data were derived from five sources: the 1978 Continuing Education Directors' Survey, which is appended; site visits to CEPs connected with social work education programs; interviews and discussions with continuing social work education from the project advisory committee; and a literature search. A bibliography is appended. (SW)

Sartain, Harry W. And Others

Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.

Pittsburgh Univ., Pa. School of Education.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
Pub Date- 82
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, College Credits, College Faculty, *College Preparation, Competence, Faculty Development, Higher Education, Institutional Research, Instructional Materials, Language Skills, Remedial Programs, *Study Skills, *Teacher Attitudes, *Undergraduate Students
Identifiers-*University of Pittsburgh PA

Opinions of 162 University of Pittsburgh faculty concerning the basic academic skill levels of undergraduates now attending the university were surveyed in 1981. A majority of the respondents felt that the 1980 undergraduates possess basic skills levels that are lower than the comparable cohort of 1970. They felt the greatest losses were in writing ability, spelling, and reading. The predominant opinion for a decline in the basic skills levels of entering students was that their high school preparation in the basic skills was inadequate. Nearly one-third of the respondents felt that there was a deemphasis on basic skills mastery in modern society. Most of the respondents stated that developmental courses and services should be offered by institutions of higher education, and about 58 percent favored not granting credits toward graduation for basic skills coursework, while about 42 percent favored the granting of credit to some degree. Just under half of the respondents would consider assigning a text that integrates traditional course content with learning aids to benefit students with deficient skills, while the majority favored assigning a study skills textbook that teaches undergraduates the specific reading, writing, and study skills required for the successful mastery of the subject matter in a specific discipline. If the university were to offer an inservice education program to help faculty in working effectively with students who have inadequate skills, about 51 percent of the respondents would be interested, and about 47 percent would not. ([illegible])

ED 216 601 HE 015 038

Campbell, William E. Doan, Henry M.

Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.

Pub Date-Mar 82

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Students, Credit Courses, *Credits, *Enrollment Projections, *Faculty Workload, Higher Education, *Models, Part Time Faculty, *Predictive Measurement

Identifiers-*Montgomery College MD

A model and implementation process is presented for projecting student headcount and credit hour and contact hour enrollment for each academic area and all areas aggregated by semester and fiscal year for each campus of Montgomery College, Maryland. The projection model is suggested as a managerial tool to assist the college's management to monitor enrollments to meet its enrollment projections, generate forecast revenue, and expend only budgeted funds, while annoying few students because of class cancellations. While one part of the projection deals with student headcount, total credit hour enrollment, and credit hour enrollment in different academic areas, the second part projects faculty instructional equivalent semester hour (ESH) or workload and faculty average ESH, the number of course sections, and instructional ESH to be taught by part-time faculty members. Student headcount enrollment is projected as resulting from yield rates from various populations from which the college student is drawn. Total credit hour enrollment is regressed from the relationship previously established between headcount and total credit hour enrollments, and that between headcounts and student average load. Credit hour enrollment in each academic area is projected from the past trend using regression or moving average, and adjusted after consultation with academic deans and their staffs to incorporate new developments to improve the accuracy of the model. Credit hour enrollment for each academic area and all areas combined has been projected for two years and the results to date are encouraging. The second part of the model is still in development. (SW)

ED 216 602 HE 015 039

Schneider, Benjamin Zalesny, Mary D.
Human Needs and Faculty Motivation.
Pub Date-Aug 81
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Need, Behavior Theories, *College Environment, *College Faculty, Faculty College Relationship, Faculty Development, Higher Education, Individual Development, Individual Needs, *Job Satisfaction, Need Gratification, *Self Actualization, *Teacher Motivation, Work Environment

Need-based theories of work motivation are considered with particular reference to university faculty; it is hypothesized that three different types of people are attracted to the academic setting: (1) those who want to teach, (2) those who want to do research, and (3) those who want to do both. According to need theories, certain fundamental wants and desires over which people have little control are the activators and directors of all human behavior. Academic institutions, through the opportunities they provide, can facilitate or frustrate the gratification of these wants, and by doing so attract, retain, and motivate particular kinds of academic faculty. It is hypothesized that faculty as a group would tend to fit Maslow's higher order need structures and to be more mature in the sense of that word as used by Argyris and McGregor. For most the the need theories, unsatisfied needs are thought to be the activators of behavior. It is suggested that college faculty are probably high on the need for self-actualization, growth, and achievement. As such, they will be attracted to moderately risky settings that offer them the opportunity to be autonomous, to be investigative, to be challenged, and to be successful. It is suggested that faculty who have their needs relatively satisfied are likely to take on a mentoring function while those who are frustrated are more likely to redirect their energies away from students and research. It is proposed that in order to effectively deal with the particular profile of the needs the typical academic may bring to the academic environment, academic institutions must develop and maintain environments that permit gratification for a researcher and teacher by providing a specific combination of attributes. (SW)

ED 216 603 HE 015 040

Mauch, James

Multinational Comparison of Terms in Higher Education.

Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Education, *Definitions, Dictionaries, Foreign Countries, Glossaries, Higher Education, Information Needs, *Information Sources, Scholarship, *Vocabulary

The meaning of terminology in higher education, particularly terminology that is multinational in its use and often confusing or misunderstood, is examined. It is suggested that graduate students as well as other scholars and researchers need to define terms. A term used in a statement of a problem or in a dissertation that may be variously interpreted must be defined in the way it is to be used. If a term is unfamiliar to the reader or if there is not a standard definition, or if there are many definitions, or if a term is used in a very specific meaning, the researcher is expected to define terms. For example, writers tend to use terms (e.g., civic university) that are not widely understood outside of one cultural context. Other terms are familiar, but misunderstood across cultures (e.g., bachelor's degree). Some terms are so ethnocentric that they communicate nothing to others (e.g., accreditation). The confusion hinders communication, obstructs the translation of academic work across national systems, and makes it difficult to appropriately place foreign students in reputable institutions of higher education. It is concluded that it is possible to be precise about terminology in higher education, even when studying the subject comparatively and using concepts from a number of different national systems. Works in the field of comparative education that would be helpful to the researcher seeking to understand or define terms or concepts are identified and described. Specialized dictionaries, guides to the education systems of foreign countries or regions, classification schemes, and other sources of information are identified. (SW)

ED 216 604 HE 015 041

Benjamin, Beverly P. Kerchner, Charles T.

Variable Perceptions of Decision: An Operationalization of Four Models.

Pub Date-Mar 82

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrators, Ambiguity, College Faculty, Conflict Resolution, *Decision Making, Educational Policy, Government Employees, Higher Education, Logical Thinking, *Models, Organizational Objectives, *Organizational Theories, *Political Influences, Power Structure, Public Policy, *Role Perception, State Officials

Decision-making and the models of decision-making that people carry in their minds were assessed. Participants in a public policy decision involving early childhood education were mapped onto four frequently used models of decision making: the rational, the bureaucratic, organizational process (Allison, 1971) and the garbage can or organized anarchy model (Olsen, 1975). Participants were employed by higher education institutions and were evenly divided by sex. Decisions involved the classification of child development programs and courses in the California numerical coding system and articulation between schools within the state system. Each of the four models can be described in terms of 15 key concepts, which provided the content of the test presented to participants, who could associate their experience with one of the theoretical decision-making models by choosing statements that related to that model. Sixty Q-sort items were used to create four scores for each respondent, each of which represented the relative weight that the respondent attached to each of the four theoretical models. Participants had quite different impressions of what they were doing. While they all saw themselves as organizational actors, they divided equally over their rationalistic and political perceptions. Those who saw the situation as rational tended to be state employees, office of education workers and representatives of the university chancellor's office. Those who saw the situation as political tended to be campus-based program leaders who supported the growth of early child education programs, particularly the ones that they had initiated. Key concepts and Q-sort statements are appended. (SW)

ED 216 605 HE 015 042

Nettles, Michael T.

The Development and Validation of Criteria and Method for Evaluating Statewide Planning for Higher Education.

Pub Date-Mar 82

Note-60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Attitudes, College Planning, College Role, Educational Objectives, *Evaluation Criteria, Evaluation Methods, Financial Support, *Higher Education, Legislators, *Master Plans, Needs Assessment, Private Colleges, Questionnaires, State Colleges, *Statewide Planning, Teacher Attitudes

Identifiers-Tennessee

The task of developing and validating planning criteria for evaluating statewide master planning was studied. Through a review of literature on statewide planning in higher education, statewide planning purposes were identified, and criteria for evaluating statewide planning process, product, and outcomes were established. The criteria were reviewed by a group of 75 legislators, executive branch staff, public higher education lay board and commission members, public and private college officials, and faculty in Tennessee and some out-of-state experts familiar with statewide planning. A questionnaire on planning criteria was constructed and administered to constituents of state plans for their subjective evaluation. Fifty-six persons representing eight constituent groups, including public and private universities and community colleges, participated. There was an overall consensus on the criteria, and there was only one planning purpose (issues identification) on which there was a significant difference of opinion. Some evaluators felt that the planning purpose goes beyond the identification of issues, and that issues identification was only a means to achieve the larger purpose. Public college administrators/presidents and legislators viewed the state coordinating staff as providing primary leadership in most planning processes, while private college officials desired a large role in most planning processes. Views on goal-setting, funding, role and mission statements, and other areas are considered. A bibliography and sample questionnaires are appended. (SW)

ED 216 606 HE 015 047

Austin, Alexander W. And Others

The American Freshman: National Norms for Fall 1981.

California Univ., Los Angeles. Lab. for Research on Higher Education.

Spons Agency-Department of Education, Washington, DC.

Pub Date-Dec 81

Contract-300-81-0245

Note-244p.; Tables may not reproduce well.

Available from-Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024 ($7.50).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Academic Aspiration, College Choice, *College Freshmen, Educational Background, Family Characteristics, Females, Full Time Students, Higher Education, Income, Majors (Students), Males, *National Norms, Occupational Aspiration, Reports, Student Attitudes, *Student Characteristics, Student Financial Aid

Identifiers-*Cooperative Institutional Research Program, Student Information Form

National normative data for 1981 on characteristics of students entering college as first-time, full-time freshmen are presented as part of the Cooperative Institutional Research Program. Based on administration of the Student Information Form (SIF), data are reported separately for women and men, and for 38 groups of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), type (two-year college, four-year college, university), control (public, private and nonsectarian, Roman Catholic, and Protestant), and the selectivity level of the institution. The normative data are based on responses from 192,248 freshmen entering 368 institutions. Data were collected by administering the 1981 SIF during registration, freshman orientation, or the first few weeks of classes. The SIF is designed to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. Weighting procedures for the SIF are described, along with an estimate of the total student population of first-time, full-time college students. The norms are also presented for the four geographic regions. Appended materials include: a list of participating institutions, the 1981 SIF, region categories and coding scheme for father's and mother's occupations; guidelines for judging the precision of the normative estimates and their comparisons; and a sample report furnished to a participating institution. (SW)

ED 216 607 HE 015 048

Postdoctoral Appointments and Disappointments.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Report No.-ISBN-0-309-03132-X
Pub Date-81
Contract-NSF-SRS-78-24661
Note-470p.; A report of the Committee on a Study of Postdoctorals in Science and Engineering in the United States.
Available from-National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Compensation (Remuneration), *Economic Opportunities, Education Work Relationship, Employment Opportunities, *Employment Patterns, Engineers, Females, Higher Education, *Incentives, Industry, Job Satisfaction, Labor Market, Minority Groups, *Postdoctoral Education, *Research, Scientists

Detailed findings on a broad range of issues concerning the importance of postdoctorals to the nation's research effort and the value of postdoctoral experience to young scientists and engineers pursuing careers in research are presented. The report, the first comprehensive study of postdoctorals in 10 years, identifies the following issues: (1) the lack of prestige and research independence in postdoctoral appointments for the most talented young people; (2) the mismatch between the important role that postdoctorals play in the nation's research enterprise and the lack of opportunities that they find for subsequent careers in research; (3) the lack of recognized status of postdoctoral appointments in the academic community; and (4) the underutilization of women and members of minority groups in scientific research. Chapters include: an explanation and background of the study; a historical overview of postdoctoral education; changing employment patterns; postdoctoral paths to careers in research; an examination of issues from the perspective of postdoctorals; postdoctoral contribution to research; and findings and recommendations. Four specific recommendations are made: (1) establishment of 250 federally supported, portable postdoctoral fellowships annually, for specially qualified young scientists and engineers with two-year stipends competitive with employment salaries and with some research expense funds to foster innovative research; (2) establishment of 50 additional fellowships a year, similar to those described above, but expressly for minority Ph.D. recipients; (3) establishment, at every university with sizable numbers of nonfaculty research personnel, of a standing committee on postdoctorals and other nonfaculty doctoral research staff to review the situations of members of these groups on its campus and to recommend university policies; and (4) expansion of the National Science Foundation's longitudinal data-gathering effort to include a survey specially focused on career decisions of young scientists and engineers. Numerous figures, tables and appendices are provided. (LC)

ED 216 608 HE 015 050

Altbach, Philip G., Ed.
Student Politics. Perspectives for the Eighties.
Report No.-ISBN-0-8108-1430-7
Pub Date-81
Note-272p.; Most of the chapters in this book originally appeared in two special issues of Higher Education, v8 n2 Nov 1979 and v9 n2 Mar 1980.
Available from-Scarecrow Press, Inc., 52 Liberty St., P.O. Box 656, Metuchen, NJ 08840 ($14.50).
Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Activism, College Environment, *College Students, Developing Nations, *Educational History, Higher Education, *Political Attitudes, *Sociocultural Patterns, Student Attitudes, Student Characteristics, *Student College Relationship, Student Reaction, Student Rights, Trend Analysis
Identifiers-Canada, England, Greece, India, Italy, Japan, Latin America, New England, United States, West Germany, Zambia

The status of student political activism in the 1970s and 1980s in such nations as the United States, Britain, India, Japan, Italy, Canada, West Germany, Greece, Zambia and Latin America is examined. The volume consists of 13 chapters written by scholars who all agree that student activism is not now at peak levels of the 1960s, yet student movements continue to exist and student politics remains an important issue. Chapters include: Student Activism in the 1970s and 1980s'' (Philip Altbach); From Revolution to Apathy: American Student Activism in the 1970s'' (Philip Altbach); Student Politics in America: Transformation Not Decline'' (Arthur Levine and Keith R. Wilson); The 'Old' New Left: A Reassessment by Former Participants in Canada, the United States and West Germany'' (Cyril Levitt); The 1970s in France: A Period of Student Retreat'' (Raymond Boudon); Student Politics in Italy: From Utopia to Terrorism'' (Gianni Statera); The Sixties and the Seventies: Aspects of Student Activism in West Germany'' (Wolff-Dietrich Webler); Japanese Student Activism in the 1970s'' (Michiya Shimbori); Contrary Imaginations: Student Activism and Beliefs in England During the Mid-1970s'' (Pamela J. Yettram); Student Activism in Greece: A Historical and Empirical Analysis'' (George Psacharopoulos and Andreas M. Kazamias); Student Politics in Contemporary Latin America'' (Daniel Levy); Sadhus No Longer: Recent Trends in Indian Student Activism'' (N. Jayaram); and Determinants of Third World Student Political Activism in the Seventies: The Case of Zambia'' (Y. G. M. Lulat). Several conclusions are cited such as: (1) most of the literature on student activism resulted from the student political activities of the 1960s; (2) there is a dramatic difference between the student activism between the industrial nations and the Third World; (3) students in the Third World nations usually have direct political effect because of the lack of established political structures often present in developing nations; (4) student attitudes still rest well to the left of the general population; and (5) the economic situation in the 1970s has had an impact on the student population, in general tending to diminish activist movements in the industrialized nations. A list of contributors and an index are provided. (LC)

ED 216 609 HE 015 052

Erickson, Stanford C., Ed. Cook, John A., Ed.

Development and Experiment in College Teaching, No. 16.

Committee on Institutional Cooperation.; Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date-81

Note-92p.

Available from-Center for Research on Learning and Teaching, University of Michigan, 109 E. Madison, Ann Arbor, MI 48109 ($1.50).

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ancillary School Services, Bachelors Degrees, *College Instruction, Communication Skills, Computer Assisted Instruction, Engineering, *Experimental Programs, Faculty Development, Film Study, Geology, Higher Education, *Instructional Innovation, Interdisciplinary Approach, Liberal Arts, Listening Skills, Nonmajors, Resource Centers, *Science Instruction, Writing Skills

Identifiers-Indiana University Bloomington, Michigan State University, Northwestern University IL, Ohio State University, Purdue University IN, University of Chicago IL, University of Illinois Urbana Champaign, University of Iowa, University of Michigan, University of Minnesota, University of Wisconsin Madison

Experimental instructional projects and educational programs generated by teachers at the Big Ten universities and the University of Chicago are described. Department-based projects include the following: introductory botany for nonscience students, University of Illinois, Urbana; futuristic and technological approaches to nonmajor biology, Ohio State University; communications an integral component of the learning process, University of Wisconsin, Madison; chemistry resource room and help laboratory, Purdue University; the Indiana model for the science preparation of the elementary education major, Indiana University, Bloomington; evaluation of a year-long sequence of English courses emphasizing scientific writing, Michigan State University; writing to learn faculty workshops on undergraduate writing, University of Minnesota; Center for Instructional Development in Engineering, Purdue University; and inservice education for improved student writing the Wisconsin writing project, University of Wisconsin, Madison. Institutional support projects are as follows: a holistic approach to special academic services, Purdue University; the Indiana University Learning Skills Center extending resources through linkages; Iowa regents universities Bachelor of Liberal Studies Degree; a program to improve the teaching of graduate assistants and other faculty, University of Illinois, Urbana; the integrated science program, Northwestern University; the rise and fall of course mart, University of Michigan; and diagnosis of instructional outcomes, University of Minnesota. A cumulative index to 16 reports in this series and an archival index of inactive projects are included. (SW)

ED 216 610 HE 015 053

Johnson, Mark D.

Career Development in Institutional Research.

Association for Institutional Research.
Pub Date-82
Note-6p.
Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
Journal Cit-AIR Professional File; n12 Spr 1982
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Career Ladders, *Higher Education, *Institutional Research, *Job Skills, *Occupational Information, Promotion (Occupational), Questionnaires, *Researchers, Research Skills, Teacher Attitudes, Teaching Experience

The background, skills, and views of 20 distinguished professionals were surveyed to provide information about career development in institutional research and to provide ideas about program development. The respondents were members of the Association for Institutional Research and they included seven institutional researchers and planners, three faculty members, four academic administrators, three nonacademic administrators, and three senior state board staff members. With regard to background, two factors were widely perceived to be valuable in most academic professional roles (excluding nonacademic administration): a doctorate and experience as a faculty member. The dominant theme among the responses from the seven institutional researchers was the need for an analytical background or a background in policy analysis. Overall, responses suggest that the most important professional skills (in order) are (1) interpersonal, (2) writing, (3) analytical, and (4) management. The more technical skills (computer, research design, and statistical) received somewhat lower overall ratings. The faculty members placed more emphasis on research, and the two categories of administrators placed more emphasis on management skills. Many of the respondents viewed all of their professional activities as job-related, and they viewed the primary career options for institutional researchers as teaching, nonacademic administration, state-level administration/research, and institutional research. Several respondents suggested avoiding long-term careers in institutional research and advocated a variety of experiences. A condensed version of the questionnaire, the AIR PDS (Professional Development Services) Board Career Development Survey, is appended. (SW)

ED 216 611 HE 015 054

Nelson, Robert B.

The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.

Report No.-ISBN-0-939962-00-4

Pub Date-Jan 82

Note-63p.

Available from-Pragmatic Publications, P.O. Box 30082, St. Paul, MN 55175 ($2.95 plus $.75 postage; discounts for bulk orders).

Pub Type- Books (010) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Graduates, Communication Skills, Decision Making, *Employment Interviews, Higher Education, *Job Applicants, *Job Search Methods, Job Skills, Letters (Correspondence), *Occupational Aspiration, Occupational Information, Questioning Techniques, Self Evaluation (Individuals)

Identifiers-Resumes

A practical handbook to guide the job-hunting process, especially directed to recent college graduates, is presented. Information is provided on: marketing yourself, deciding what to do, the resume, informational interviewing, searching, interviewing, follow-up, considerations for the individual after being hired, the most common job-hunting mistakes, and career development resources. Attention is directed to selling points the applicant may be overlooking, how to market these abilities, how to find out a firm's needs and problems, getting through the firm's door to apply for a position; how to identify an ideal job; deciding between alternatives; and deciding about what jobs to seek. Information is presented on the tone of a resume, a statement of objective and other components of the resume, the cover letter, arranging a meeting for informational interviewing, what to talk about during the informational interview, sources of leads concerning job openings, traditional and nontraditional approaches to the job search, preparation for the job interview, techniques and questions that might be used by the interviewer, and follow-up to the job interview. Supplementary materials include: self-analysis worksheet; resume worksheet; searching worksheet; interviewing worksheet; standard cover letter; standard resume; two sample cover letters; chronological sample resumes for arts, social services, and sciences graduates; functional resume; qualifications brief; combination resume; targeted resume; narrative resume; four-year education plan; abbreviated transcript; and thank-you letters. Eight publications available from the federal government and 30 other resource publications are listed. (SW)

ED 216 612 HE 015 056

Taylor, Bryan J. R.
Resource Allocation in U. K. Universities.
Association for Institutional Research.
Pub Date-82
Note-10p.; Paper presented at the Annual Conference of the European Association for Institutional Research (London, England, November 7, 1980). Some tables may not reproduce well.
Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
Journal Cit-AIR Professional File; n11 Spr 1982
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, College Administration, Cost Estimates, Educational Finance, *Expenditures, Foreign Countries, *Higher Education, *National Norms, *Resource Allocation, Statistical Analysis, Student Teacher Ratio, *Unit Costs
Identifiers-Great Britain, *United Kingdom, University of Bath (England)

Information on resource allocation in United Kingdom (UK) universities, which is derived from a study by a Working Party of the Conference of University administrators, is presented. Attention is directed to: structures and constitutions; the use of norms and formulas; administration and central services; minor works, maintenance, and space; and equipment. Norms and formulas included: student load formulas and weightings for level of study, academic staffing levels and staff/student ratios, and technical support staff ratios. It is hypothesized that expenditure on academic and related departmental staff will tend to cluster around the average more closely than will other expenditures. If it is assumed that every university has its norm provision of space for its exact mixture of students (by discipline and level of study), area-related costs can be calculated per square meter and compared with the British average. Data are provided on the following: percentage relationships between the University of Bath and

Great Britain total net unit costs with different weightings for level of study, 1979-80; the range of undergraduate total net departmental unit costs (Great Britain averages), 1979-80; the relationship of expenditure on departmental academic and related staff in Bath (1979-80) to what it would have been if expenditure was at the Great Britain level on average. A computer tabulation of expenditures at the University of Bath and its relationship with the Great Britain average is also included. (SW)

ED 216 613 HE 015 057

Development of a Model Network of University/Community Team Leadership. Final Report.

Akron Univ., Ohio.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-15 Apr 82
Note-131p.; Some pages in Attachment 3 may not reproduce well. For related document see ED 213 341.
Available from-University of Akron, Akron, OH 44325.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Change Strategies, *College Role, Community Action, Community Change, *Community Involvement, Cooperative Programs, Higher Education, Information Dissemination, Internship Programs, *Leadership Training, Local Issues, Models, Needs Assessment, Organizational Development, Participant Satisfaction, Program Evaluation, *School Community Programs, Team Training, *Urban Universities
Identifiers-*Ohio (Akron), *University of Akron OH

The development of a model network for team leadership by the University of Akron and community agencies is described. The major program objectives were to increase understanding of: interpersonal and intragroup dynamics; organizational development and collaborative planned change; and issues at the local, regional, and national levels that relate to community and community agency improvement. After an outline of planning activities, information is presented on the curriculum, teaching/learning approaches, scheduling, the impact of the mix of participants, and special modules, including Community Leaders'' and Goals for the Greater Akron Area.'' Study action groups focused on needs assessment and action strategies pertaining to the Akron image, training/education, and university/community programs. Internships were offered to enable participants to promote cooperation among community and university agencies and individuals. Internship topics, resource persons, and criteria used in evaluating internship applications are identified. Participants' evaluation of the program concentrated on the meaning of the sessions for individuals and members' perceptions of the growth of the group over time. An executive summary of an external evaluation that focused on the impact of the program on participants and on the university and community is included. Publications, papers, and workshop presentations completed during the program are listed, and program goals, objectives, and outcomes are reviewed. Newspaper clippings on the program, newsletters, course descriptions, and other materials are appended. (SW)

ED 216 614 HE 015 058

Queralt, Magaly

The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.

Pub Date-3 Apr 82

Note-35p.; Paper presented at the Annual Meeting of the National Association for Women Deans, Administrators, and Counselors (Indianapolis, IN, April 3, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Rank (Professional), *Administrators, *College Faculty, Higher Education, Identification (Psychology), *Individual Development, Interprofessional Relationship, *Job Satisfaction, Leadership, *Mentors, Modeling (Psychology), Productivity, Role Theory, Socialization, *Teacher Promotion, Teacher Salaries

Identifiers-Florida

The influences of mentors on the career development of college faculty and academic administrators employed by the state university system of Florida was studied in 1980. Usable responses to a 55-item, self-report mail questionnaire were received from 287 faculty members and academic administrators. It was found that academics with mentors showed significantly higher levels of career development than those without mentors in terms of publication record, grant record, leadership record, academic rank, yearly gross income from professional activities, job satisfaction, and career development satisfaction. There were preliminary indications that while academics with mentors (as a group) show significantly higher levels of career development than those without mentors, exposure to certain mentoring conditions, such as early experience with mentors, long mentorships, and multiple mentorships might be associated with even higher career development levels. Theoretical bases of mentorship and dimensions of mentorship are considered to indicate optimum conditions under which mentors can facilitate the careers of academic professionals. It is recommended that providing individuals with opportunities to find mentors would become an important responsibility of the university. A bibliography is appended. (Author/SW)

ED 216 615 HE 015 059

Galliano, Grace Gildea, Kathleen
Non-traditional Students: New Faces and New Issues.
Pub Date- 82
Note-30p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Students, *College Students, Commuter Colleges, Females, *Full Time Students, Higher Education, Institutional Research, Males, *Nontraditional Students, Occupational Aspiration, Self Esteem, State Colleges, *Student Adjustment, *Student Characteristics, Student College Relationship, Student Educational Objectives, Student Motivation, Student Needs

Demographic characteristics, interpersonal and academic problems, underlying motives and needs, and ultimate goals of nontraditional students at a four-year liberal arts college were evaluated based on survey responses. The students were enrolled in the spring semester 1981 at a suburban publicly-supported, commuter college, located in the southeast. The full-time students were white, 30 years old or older, and enrolled in daytime classes. Questionnaires were completed by 96 females and 17 males. The majority of the respondents were married, parents, and employed at least on a part-time basis. The greatest differences by sex occurred regarding the impact of returning to college on emotional well-being, self-confidence, and meeting new friends, with women indicating substantially greater improvement in these areas as compared to men. Men indicated greater improvement as compared to women in accomplishing household chores and having adequate child care. Academic issues of concern involved a reluctance to become involved in campus activities, motivation to continue, and relating to younger students. The majority of all respondents reported self-actualizing and career-related goals as the major motivation in returning to school at a nontraditional age. They also report their return to college as a most favorable experience. Changes in the assumptive world'' of the respondents are considered, and recommendations to aid in program planning at the institution are offered. A bibliography is appended. (SW)

ED 216 616 HE 015 062

Zagoren, Adelaide M., Comp.

Involving Alumni in Career Assistance Programs.

Council for the Advancement and Support of Education, Washington, D.C.

Report No.-ISBN-0-89964-192-X

Pub Date-82

Note-118p.

Available from-CASE Publications Order Department, Box 298, Alexandria, VA 22313 ($16.50, prepaid).

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alumni, Alumni Associations, *Career Counseling, Career Planning, Case Studies, College Graduates, *College Students, Education Work Relationship, *Employment Opportunities, Helping Relationship, Higher Education, *High School Students, Job Placement, Liberal Arts, *Occupational Information

Identifiers-Baldwin School PA, Bryn Mawr College PA, Colgate University NY, Columbia University Barnard College NJ, Cranbrook, Dana Hall School MA, Iowa State University, Kingswood School MI, Rutgers The State University Douglas College NJ, Smith College MA, Swarthmore College PA

The ways that alumni can contribute to career assistance programs and programs at 13 private schools, colleges and universities are described in this handbook. In an introductory chapter, Adelaide M. Zagoren shows that career assistance programs help students find practical uses for their education, assist the institution evaluate the results of the education, and may aid alumni in their own career development. A career counseling program may establish important communication between the business world and the institution, and alumni career-related programs help the public image of the institution. According to Alva C. Cooper, alumni involvement is probably most helpful in the liberal arts college. Alumni must understand services performed by the career counseling and placement program, including orientation, individual and group counseling, outreach, career planning, and placement counseling and referral. Alumni are needed as speakers, as subjects of student interviews, and as sources for job development and experiential education programs. Attention is directed to program coordination, keeping good records, programs for liberal arts students and special constituencies, including graduate students, professional school students, nontraditional adult students, minority students, secondary school students, and alumni. Case studies and sample materials are presented for the following schools: Iowa State University, Smith College, Swarthmore College, Colgate University, Douglass College, Bryn Mawr College, Barnard College, Baldwin School, Dana Hall School, and Cranbrook and Kingswood Schools. Questionnaires, publicity materials, conference programs, and related materials are included. (SW)

ED 216 617 HE 015 063

Lonsdale, Alan J. Bardsley, W. Neil

The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.

Australian Conference of Principals of Colleges of Advanced Education, Branddon.

Report No.-ISBN-09593328-0-4

Pub Date-Jan 82

Note-138p.

Available from-The Secretary, Australian Conference of Principals of Colleges of Advanced Education, Churchill House, 218 Northbourne Ave., Braddon, A.C.T. 2601, Australia ($5.00).

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Rank (Professional), Administrator Attitudes, *Administrator Characteristics, *Administrator Responsibility, *Department Heads, Educational Planning, Foreign Countries, Higher Education, Leadership Responsibility, *Leadership Training, *Management Development, Money Management, Needs Assessment, Personnel Management, *Professional Development, School Size, Teacher Administrator Relationship

Identifiers-*Australia

The range of administrative tasks performed by 679 heads of academic departments in Australian colleges of advanced education was surveyed, along with the perceptions of the administrators of their professional development needs. In addition to information about the respondent's appointment and experience, a questionnaire addressed 83 tasks, subdivided into the following seven areas: budgeting and financial control tasks, student relations and associated tasks, human relations and personnel administration tasks, curriculum and instruction tasks, personal/professional development tasks, internal administration tasks, and maintenance of internal/external relations tasks. The tasks most likely to be carried out by heads of departments concern the maintenance of internal external relationships, human relations and personnel administration, and personal and professional development. Heads at more senior levels of appointments were more likely to perform policy-related tasks associated with financial management, planning, staff leadership, and internal/external relationships. Heads at the level of lecturer were more likely to carry out certain more routine tasks. Almost one-half consider the most important aspect of their role as head of department to be staff development and motivation. Heads in large, multi-purpose colleges expressed much lower needs for professional development than did their colleagues in other colleges. In general, the professional development needs were perceived to be greater for heads at lower levels of appointment. Recommendations at the systems level and at the individual college level, a bibliography, a questionnaire, and detailed survey results are included. (SW)

ED 216 618 HE 015 064

McEnany, Gina S.

The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. Brown Univ., Providence, R.I.

Pub Date-Sep 79

Note-148p.; Updated version of a text written by Carol L. Wooten and Marcia Bromberg; the original text has been retained verbatim.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Business, City Government, *Community Development, Economic Climate, *Economic Opportunities, *Employment Opportunities, Fiscal Capacity, Government School Relationship, Higher Education, Mathematical Models, *Private Colleges, Property Taxes, Questionnaires, Research Methodology, School Business Relationship, *School Community Relationship, School Personnel, State Government

Identifiers-*Brown University RI, *Economic Impact, Rhode Island, Rhode Island (Providence)

The impact of Brown University on the economic base of Providence, Rhode Island and on the state was studied. Data are based on 1978 university and public records and results of a 1976 university survey, adjusted by Consumer Price Indexes. A set of mathematical models was used to measure effects of the university on three major sections of the city and state: business, city and state government, and private individuals. The economic impacts on the business sectors are considered in relation to: university-related local and state business volume; value of local and state business property committed to university-related business; expansion of the state banks; credit base resulting from university-related deposits; and local business volume unrealized because of the existence of university-related enterprises. Governmental impact are examined in relation to: university related revenues received by local and state government; the value of municipal services self-provided by the university; cost of municipal services allocable to university-related influences; value of local government property allocable to the university-related portion of services provided; and taxes forgone through the tax-exempt status of the university. Finally, three main ways that the university affects individuals are through jobs and employment opportunities created, income of individuals from business activities, and goods procured with income from university-related jobs and business activities. Among the findings is the following: total direct and indirect expenditures in Rhode Island attributable to Brown in 1978 were $103 million, of which nearly $62.5 million was spent in Providence alone. Models, estimating procedures, and data sources are described, and a questionnaire is appended. (SW)

ED 216 619 HE 015 065

Newton, Eunice Shaed

The Case for Improved College Teaching. Instructing High-Risk College Students.

Report No.-ISBN-533-04812-5

Pub Date-82

Note-124p.

Available from-Vantage Press, Inc., 516 W. 34th St., New York, NY 10001 ($9.50).

Pub Type- Opinion Papers (120) - Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Black Colleges, *College Instruction, College Students, Community Colleges, Comparative Analysis, Directed Reading Activity, *Educationally Disadvantaged, English Instruction, Higher Education, *High Risk Students, *Instructional Design, *Instructional Improvement, Instructional Innovation, Land Grant Universities, Literacy, *Nontraditional Education, Nontraditional Students, Private Colleges, Reading Comprehension, Undergraduate Study

Assuming that nontraditional institutions espouse teaching and learning approaches that differ from conventional elitist college education, this book shows what can be done for high-risk students, and also how it can be done. Their philosophical orientations are identified and related to instructional content, objectives, and strategies. Chapters include the following: (1) Perspectives on Instructional Systems Design,'' which presents theoretical and experiential views on the why, what, who, how, and how well of instructional systems; (2) Perceptions of High-Risk College Students,'' which describes the personal and demographic identities of these students; (3) Instructional Systems in American Higher Education: Private-Traditional, Land-Grant-State, Black, Community,'' which gives an overview of the salient characteristics of instructional procedures in each of those institutions; (4) An Instructional Paradigm for High-Risk College Students,'' which includes its rationale and basic assumptions; and (5) Taking Stock Meeting the Challenge,'' which calls for positive steps to be taken in all types of institutions to systematically deal with the complex problems of upgrading undergraduate teaching. Appended are a basic, prototype English course syllabus, an article on The Literate Demands of a Typical College Textbook,'' a condensed review of levels and dimensions of reading comprehension, and an article on the Directed Reading Activity (DRA) adapted to college studies. (MSE)

ED 216 620 HE 015 066

Douglas, Joel M., Ed.

The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date-Apr 81

Note-86p.; Not available in paper copy due to small print.

Available from-National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Ave., New York, NY 10010.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Freedom, Arbitration, *Collective Bargaining, College Administration, *College Faculty, College Governing Councils, Confidentiality, Conflict Resolution, *Contracts, Court Litigation, *Due Process, Economic Factors, Faculty College Relationship, Financial Problems, Grievance Procedures, Higher Education, Legal Responsibility, Negotiation Agreements, *Political Issues, Power Structure, *Retrenchment, Tenure, Unions

Identifiers-National Labor Relations Board v Yeshiva Univ

Proceedings of the 1981 conference on the legal and economic status of collective bargaining in higher education, sponsored by the National Center for the Study of Collective Bargaining in Higher Education and the Professions, are presented. Papers and authors are as follows: Yeshiva Shock Waves'' (David Kuechle); The Yeshiva Case: One Year Later'' (Joel M. Douglas); Impact of Retrenchment, I'' (Irwin H. Polishook); Impact of Retrenchment in Higher Education, II'' (Caesar J. Naples); Third Party Intervenors in Conflict Resolution'' (Robert Coulson); Judicial Protection of Academic Freedom in Higher Education: The Aftermath of Roth and Sinderman'' (Dena Elliot Benson); Living Under the Contract: The Techniques of Collective Bargaining Contract Administration in Higher Education'' (Neil Betten and William O. Oldson); Living Under the Contract: The University of Maine Experience'' (Samuel D'Amico and Joseph A. Stupak, Jr.); Contractually Protected Senates at Four-Year Colleges'' (Barbara Lee); Arbitration in Higher Education: Is Academic Arbitration Sui Generis?'' (Maurice C. Benewitz); Psychology of Negotiations, I'' (John Dunlop); Psychology of Negotiations, II'' (Ronald Levesque); Union Legislative and Political Cooperation in the 1980's: I, Towards a Collective Bargaining Alliance in Higher Education'' (Ernst Benjamin); Union Legislative and Political Cooperation in the 1980's: II, The Prospects for Faculty Unity'' (Perry Robinson); Union Legislative and Political Cooperation in the 1980's, III'' (Charles E. Olson); Confidentiality and Due Process; Professor's Acting as the University, I'' (James Dinnan); and Confidentiality and Due Process, II'' (Aaron Levenstein). (SW)

ED 216 621 HE 015 067

Hansen, Janet S. Clewell, Beatriz
Income Maintenance Programs and College Opportunity.
College Entrance Examination Board, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Apr 82
Note-10p.
Available from-College Entrance Examination Board, 1717 Massachusetts Ave., N.W., Suite 404, Washington, DC 20036.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Attendance, College Students, Dependents, Disabilities, *Economically Disadvantaged, Eligibility, *Family Income, Federal Aid, Federal Legislation, *Federal Programs, Higher Education, Low Income Groups, Need Analysis (Student Financial Aid), *Public Support, *Student Financial Aid, Vocational Rehabilitation
Identifiers-Aid To Families With Dependent Children, Comprehensive Employment and Training Act, Food Stamp Program, Medicaid, *Omnibus Reconciliation Act 1981, Social Security Benefits

The major maintenance programs, changes brought about by the 1981 Omnibus Reconciliation Act, and the effects on students or prospective students are described. Attention is directed to Social Security, Aid to Families with Dependent Children (AFDC), Medicaid, food stamps, public housing assistance, the Comprehensive Education and Training Act (CETA) and vocational rehabilitation. No one enrolling in college after April 30, 1982, will be eligible for Social Security, and due to other changes passed by Congress in 1981, Social Security student benefits will be considered as direct student aid rather than family income in the formula for determining eligibility for Pell Grants. Many students who receive Social Security benefits will find their eligibility for Pell Grants reduced. Federal AFDC payments on behalf of 18-21 year olds in college are eliminated. Additionally, new AFDC regulations may preclude college study by parents if class attendance is viewed as requiring excessive absence from child, and many recipients who are parents of older children may be required to take jobs rather than attend college. With regard to food stamps, the 50,000 students currently receiving benefits will experience reductions similar to those of other recipients. With a few exceptions, students 18-21 years old will lose their AFDC eligibility and consequently will lose Medicaid coverage, and states are likely to reduce or eliminate such coverage. New regulations also lower eligibility of families with students for housing subsidies and discourage dependents' full-time students from working. All CETA public service employment is eliminated, and youth employment and adult training are continued at reduced levels. (SW)

ED 216 622 HE 015 068

Shorr, Marilyn, Comp. Hoogstra, Lisa, Comp.

Directory of Higher Education Programs and Faculty. Third Edition.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date-Mar 82

Note-57p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty, *College Programs, Cooperation, Educational Resources, Full Time Faculty, *Higher Education, Human Resources, Intellectual Disciplines, Interprofessional Relationship, Part Time Faculty, *Postsecondary Education As a Field of Study, *Research and Development Centers, School Surveys

A directory of higher education programs and faculty members was prepared to promote increased interaction among the individuals who are the primary producers and users of higher education publications and who are involved with the training of future higher education faculty members and administrators. The directory was compiled through an updated survey of higher education programs listed in the 1979 Directory'' and other programs that have since been established. Individual programs and research centers are listed first, along with the head of the program, mailing address, and telephone number. The second section is an alphabetical listing of the faculty, their institutions addresses, and coded list of their teaching or research interests. The directory is limited to part-time and full-time faculty within a higher education program as reported by their institutions. (SW)

ED 216 623 HE 015 074

Report of the Governor's Commission on Higher Education and the Economy, January 1982.

Governor's Blue Ribbon Commission on Higher Education and the Economy of Connecticut, Inc., Hartford.
Pub Date-Jan 82
Note-150p.
Available from-Board of Higher Education for the Governor's Commission on Higher Education and the Economy, 61 Woodland Street, Hartford, CT 06105.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Standards, Accessibility (for Disabled), *Access to Education, Articulation (Education), Board of Education Role, Budgeting, Campus Planning, *College Planning, Cooperative Education, Educational Economics, Educational Facilities Planning, Educational Quality, Educational Technology, Education Work Relationship, Financial Support, *Governance, *Higher Education, Minority Groups, Needs Assessment, School Business Relationship, *State Boards of Education, Student Financial Aid, Tuition
Identifiers-*Blue Ribbon Commissions, *Connecticut

The Governor's Commission on Higher Education and the Economy's assessment of the Connecticut system and ways that the educational needs of the economy and the state can be met during a period of declining enrollments and fiscal constraints is presented. Working committees of the commission studied governance and management; business, labor, and education; and academic quality and access. The needs assessment included public hearings. Specific areas of concern include: governance, planning and budgeting, facility/capital plans, operating plans, special plans, skilled labor requirements, education for employment, cooperative programs, apprenticeship programs, academic standards, funding adequacy, tuition and financial assistance, minority access to higher education, access for the handicapped, transfer from two-year to four-year institutions, educational technology, and innovative programs. Among the commission recommendations are the following: replacement of the Board of Higher Education by an 11-member Board of Governors composed exclusively of public members with no ties to state or independent Connecticut colleges; the development of a comprehensive management and budgeting process that includes five-year operating plans; the establishment of a Committee on Technological Change that would help analyze long-term employment trends; and indexing tuition and financial assistance to inflation. Appendices include a summary of studies and actions addressing problems of higher education in Connecticut; information on enrollments, capacity utilization and full-time enrollment for specific colleges, tenure, responsibilities of the Board of Higher Education and the proposed Board of Governors, average faculty salaries, and tuition and fees. (SW)

ED 216 624 HE 015 076

Gaffney, Edward McGlynn, Jr. Moots, Philip R.

Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.

Spons Agency-Sloan Commission on Government and Higher Education, Washington, D.C.
Report No.-ISBN-0-268-01003-X; ISBN-0-268-01005-6
Pub Date-82
Note-248p.; Revised report of a 1979 study presented to the Sloan Commission on Government and Higher Education.
Available from-University of Notre Dame Press, Notre Dame, IN 46556

($15.95 cloth copy; $8.95 paper copy).
Pub Type- Books (010) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Church Related Colleges, Civil Rights, College Admission, *Compliance (Legal), Employment Practices, Federal Legislation, *Federal Regulation, *Government School Relationship, Higher Education, Institutional Autonomy, Laws, *Legal Problems, Public Policy, Religion, School Surveys, Sex Discrimination, Teacher Selection

Federal regulation of church-related colleges and universities was studied. Usable responses were received from 210 of 800 church-related institutions concerning the role of religion in everyday life of the institutions and the particular problems created for them by federal regulation. A legal analysis is presented of the major problems that federal laws and regulations raise for the schools, based on relevant case law. Attention is also directed to the issues of: religious preference in employment policies, religious preference in student admissions, restriction on the uses of publicly funded facilities for religious purposes, protection of civil rights of handicapped persons, tax problems, labor law problems, sex segregation of students in housing, and other laws and regulations barring discrimination on the grounds of sex. The legal analysis is complemented by an examination of policy alterations: recommendations are offered for changes in laws, regulations, and enforcement procedures that would minimize the problems revealed by the survey and the legal literature. Noteworthy issues include: while 80 percent of the respondents considered religious affiliation and practice as important criteria in hiring faculty in some departments, only about 10 percent make religious affiliation a decisive criterion in hiring of all faculty members; and typically the institutions draw a little more than half their students from among members of their sponsoring church, but few expressed an absolute religious preference in choosing. Examples are cited of the rigidity of federal regulations and it is suggested that there is a need for institutional autonomy. (SW)

ED 216 625 HE 015 077

Rouse, Linda P.

Faculty Morale and Perceptions of Equity in the Classroom.

Pub Date-Mar 82
Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment, College Faculty, Expectation, Graduate Students, *Group Dynamics, Higher Education, Interpersonal Relationship, *Role Perception, *Social Exchange Theory, Student Attitudes, Student Behavior, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior
Identifiers-*Equity Theory

The usefulness of equity theory for understanding the social/motivational dynamics of the classroom was studied. Attention was directed to how faculty (and students) calculate equity and what the consequences may be. A first set of questionnaires was completed by 238 graduate students and 41 faculty members in 56 classes at a large southern state university in 1978, and a brief supplemental questionnaire was completed by participants in 36 classes. The initial questionnaire was partially replicated with 25 faculty and 130 students from a midwestern state university. Equity was defined as occurring when what one gets out of a social relationship over what one puts in is proportional to the outcome over input of some reference standards. Results indicate that equity concerns have a bearing on classroom interaction. The majority (63.6 percent) of graduate students in the midwestern university, for example, reported having previously thought about their classroom experiences in terms of equity, while 45.8 percent of faculty had done so. The results showed that the most likely comparison standard for exchange participants in the teacher-student relationship was generally not the direct exchange partner. Faculty and students made a consistent distinction between the outcome/input ratio of the instructor versus the outcome/input ratio of students. The shared definition of the situation that appears to characterize social exchange in the graduate classroom is that instructors, but not students, are expected to put more in than they get out. Sentiments (e.g., guilt, anger) about the classroom exchange were also assessed. (SW)

ED 216 626 HE 015 078

Braskamp, Larry A. And Others

Faculty Development and Achievement: A Faculty's View.

Pub Date-Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Rank (Professional), *Achievement Need, *Adult Development, College Environment, *College Faculty, Comparative Analysis, Developmental Stages, Higher Education, *Interpersonal Relationship, Interprofessional Relationship, Job Satisfaction, Mentors, Occupational Aspiration, Productivity, Professional Recognition, Professors, Scholarship, Student Teacher Relationship, Teacher Attitudes, *Work Attitudes

The way that 48 faculty at a major research university view their professional aspirations, achievement, and career conflicts between their professional activities and personal relationships was evaluated.

In addition, a conceptual framework of faculty development using three professorial ranks as three qualitatively different stages of professional development is presented. Interviews were conducted with assistant professors, associate professors, and full professors from various departments. The goals of the assistant professors were aimed at succeeding and/or surviving in the profession rather than making a significant contribution to society or helping others. They expressed a need for professional recognition, and 11 of the 15 assistant professors considered the greatest sense of accomplishments were from having a study published or presented at a national convention. Goals of associate professors related more to helping students than scholarship from writing and research. Ten of the 15 associate professors have helped others by serving as a mentor to students and younger faculty. Professors experience the greatest sense of accomplishment from research, publication, and writing (13 professors) and from teaching and working with students (8). Information is also presented on satisfactions in life and environmental press.'' It is suggested that career development of faculty seems to follow a consistent pattern that is tied to advancement through the professorial ranks. The concept of life stages, using the three academic ranks as the major professional stages, is discussed. A bibliography is appended. (SW)

ED 216 627 HE 015 079

Kulieke, Marilynn J. And Others

The Competence and Performance of Foreign Medical Graduates: Research and Implications.

Pub Date-Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Achievement Rating, *Competence, Data Analysis, Educational Background, Educational Quality, *Evaluation Criteria, Foreign Countries, *Foreign Medical Graduates, Higher Education, Individual Characteristics, *Medical Education, Performance, *Research Methodology, Research Problems, Skills, Student Evaluation, Testing Problems

Research on the quality of foreign medical graduates (FMG) in terms of their competence or manifest abilities as measured by examinations, and their performance or actual behavior is briefly reviewed. In addition, some of the methodological problems that make research on foreign medical graduates difficult to interpret are critiqued, and implications based on the limitations of FMG research are discussed. FMGs consistently do not score as well as U.S. medical graduates on written competence examinations. Differences in FMG performance on behavioral measures illustrate mixed findings with some studies showing poorer performance and other showing no difference. Some of the studies illustrate that FMGs are not a homogeneous group. FMGs from different countries and medical schools show variance in their competence and performance. Additionally, study findings illustrate that there are several different variables other than place of medical school that also seem to affect performance and competence (e.g., quality of residence training, number of attempts on an examination). Criticisms regarding research methodology center on an outcome rather than a process orientation, insensitivity to the heterogeneity of FMGs, a lack of complexity in data analysis procedures, and indeterminate validity of outcome measures. Processes that affect examination scores are identified that should be assessed including: the quality of medical training, effort put into training, barriers to assimilating training, mental set at the time of the examination, and experience with taking examinations. (SW)

ED 216 628 HE 015 080

Lentz, Linda P.

College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, Coeducation, College Admission, *College Graduates, Comparative Analysis, *Competitive Selection, *Females, Higher Education, *Nontraditional Occupations, *Occupational Aspiration, Private Colleges, Single Sex Colleges, Womens Education

Differences among college types and among selectivity levels that may affect women's career aspirations were studied. Graduates of six women's colleges and nine coeducational colleges were compared for three levels of admission selectivity in relation to level of the organizational ladder being pursued, innovativeness of chosen career, and plans to pursue graduate or professional education. Questionnaires were sent to 2,224 female graduates of 15 small, private, liberal arts colleges in the northeastern United States. An overall response rate of 53 percent was obtained. Analyses of variance indicate that there are no differences in aspiration level between graduates of women's colleges and coeduational colleges. For graduates of the two types of colleges, no differences were found in the level of the organizational ladder aspired to, plans to enter male-dominated careers, or plans to pursue graduate or professional education. Innovativeness of chosen career was found to be related to selectivity; the more selective the college, the more nontraditional the occupation selected. A bibliography is appended. (SW)

ED 216 629 HE 015 082

Blackburn, Robert T. Conrad, Clifton F.

Research on Program Quality.

Pub Date-19 Mar 82
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Programs, *Educational Quality, *Evaluation Criteria, Graduate Study, Higher Education, Measurement Techniques, Peer Evaluation, Predictor Variables, Professional Education, *Program Evaluation, *Reputation, Research Methodology, *Research Problems, Standards, Undergraduate Study

Program evaluation research, including reputational studies and studies based on objective indicators, and research on the quantitative correlates of program quality are reviewed. Reputational studies, which have dominated research on program quality in higher education, emphasize peer evaluation. Some major reputational studies of graduate programs since 1924 are briefly described. It is suggested that reputational studies based largely on faculty rating of faculty quality have yielded highly stable ratios of top-ranked graduate programs and institutions. Reputational studies of professional programs, which are relatively new, are also considered, along with recent reputational studies of undergraduate programs. One criticism of reputational studies is rater bias. Other criticisms include the fact that reputational studies yield more a rank order of excellence than a position on a normative scale. Quantitative studies of program quality encompass criteria and objective indicators, and an index of the indicators, which is used to rate programs. Major criteria and widely-used objective indicators that have been used to evaluate program quality are listed. Additionally, researchers have attempted to identify objective program characteristics, correlates of quality, that are associated with programs of high quality. These studies have focused almost exclusively on the graduate domain. Criticisms of studies based on objective indicators and of studies of correlates of quality are also examined. A bibliography is appended. (SW)

ED 216 630 HE 015 083

Meyers, Carmel Drevlow, Susan

Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.

Pub Date-21 Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Persistence, Articulation (Education), Basic Skills, *College Bound Students, *Dropout Prevention, Economically Disadvantaged, Educational Counseling, Educationally Disadvantaged, Higher Education, *High Risk Students, Low Income Groups, Minority Groups, Peer Influence, Potential Dropouts, School Holding Power, School Orientation, Study Skills, *Summer Programs, *Transitional Programs
Identifiers-Summer Bridge Program, *University of California San Diego

Results of participation in a Summer Bridge Program at the University of California, San Diego, in 1978 for 30 high-risk, minority group, and low-income students are discussed. The program is based on Tinto's (1975) theoretical synthesis of research on dropouts from higher education and is designed to increase a student's integration and counterbalance initial disadvantages. The program provided 3 weeks of intensive instruction in mathematics, reading, writing, and study skills. Students were housed on the campus, and live-in peer counselors provided support and supervision. The students participated in diagnostic testing, tutoring, and individual and small group peer counseling. Students met with a counseling psychologist twice weekly to solve group problems and attended meetings about academic support services. In addition, students were given paid work experience assignments, and recreational activities and field trips were scheduled for weekends and some evenings. At the beginning of the fall quarter 1981, Summer Bridge students had the highest retention among four comparison groups, exceeding by 31 percent the rate of a comparable group of minority, low-income students. Similar retention rate differences have been observed for subsequent Summer Bridge Programs conducted in 1979 and 1980. Summer Bridge is not a remedial program, but is designed to address many issues that affect a student's decision to stay at college, to build a network of peer group support, and to make the campus a familiar place before the fall quarter begins. The goal of the program is academic and social integration and transition from high school to college. (SW)

ED 216 631 HE 015 084

Spaulding, Seth Kargodorian, Arka

Democratization of Higher Education: Issues and Trends.

Pub Date-Mar 82

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Based on a longer study by the authors for UNESCO entitled

Democratization of Higher Education through New Admissions Strategies: A Comparative Study of Theory and Practice'' (UNESCO Document ED-81/WS/4, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, *College Admission, *Comparative Education, Economic Factors, Educational Benefits, Educational Change, *Educational Demand, *Educational Opportunities, Educational Philosophy, Equal Education, Foreign Countries, *Higher Education, Nontraditional Education, Political Influences, Sociocultural Patterns

The economic, social, political, and pedagogical issues that surround the notion of democratization of higher education are considered, based on various approaches being undertaken around the world to open up higher education to new population groups. Conservative, liberal, and radical interpretations of democratization and the role of education are reviewed. Four criteria for evaluating the extent of higher education opportunity in any national or regional context are: equality of access to higher education, equality of participation within the higher education institutions, equality of education results (success in completing once there is access), and equality of education effects in life changes in the future. Examples of democratization efforts are outlined under the following categories: the expansion of facilities, reforms in admission policies, physical and/or temporal divorce of teaching/learning, different types of courses, and structural changes, including comprehensive reform. Major concerns of the highly developed countries and the developing countries with regard to educational opportunity, educational demand for higher education, and economic and social goals are addressed. Key issues cited in pursuing democratization of higher education include: equality and value judgments, whether equality of opportunity is an appropriate goal, equal versus maximum development, democratization within the university and in relation to society, and the equality equality-meritocracy dilemma. A bibliography is appended. (SW)

ED 216 632 HE 015 085

Levinson-Rose, Judith Menges, Robert J.

Identifying the Context of Postsecondary Instructional Programs.

Pub Date-Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, College Administration, *College Instruction, *College Programs, Curriculum Development, Educational Assessment, Educational Objectives, *Evaluation Methods, Instructional Innovation, Interprofessional Relationship, Organizational Communication, *Organizational Theories, Postsecondary Education, *Program Evaluation, School Organization, Student Evaluation, Undergraduate Study
Identifiers-*Northwestern University IL

A framework for articulating postsecondary instructional programs is described. The framework identifies two important sources of influence on programs: the type of institution within which the program operates and the program objectives. These factors influence both program components and how these components are linked and processes that are characteristic of all programs. Once a program is articulated in this way, it is easier to frame evaluation questions and plan evaluation strategies. Based on case studies of three innovative undergraduate instructional programs at Northwestern University, Illinois, nine structural components were identified: program director, university administrators, faculty, departments, advisory committee, curriculum, students, funding, and facilities. Several processes are cited that characterize programs: participant selection, content development, content delivery, and monitoring delivery. Institutional type affects program structures and processes and also affects the way components are linked in an instructional program. Characteristics of components of the social sciences program mathematical methods at Northwestern University are diagrammed, along with linkages, including the flow of money, people, and communication. Attention is also directed to areas of evaluation affected by the structure and process features: design, measures, and data collection. (SW)

ED 216 633 HE 015 086

Finkelstein, Martin

Faculty Colleagueship Patterns and Research Productivity.

Pub Date-Mar 82

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Faculty, Higher Education, Interaction Process Analysis, Interpersonal Relationship, Interprofessional Relationship, *Need Gratification, *Peer Relationship, Private Colleges, *Productivity, *Publications, Research, *Scholarship

Identifiers-*Collegiality, Faculty Publishing

The effect on productivity on different types of collegial interaction among faculty were studied with attention to institutional type, disciplinary affiliation, orientation to teaching versus research, and career age. Collegial interaction was defined in terms of the reciprocal fulfillment of needs or exchange of services that occur in the course of faculty interactions. A questionnaire asked respondents to indicate whether each of 30 functions colleagues may perform was currently being fulfilled for them by: their department colleagues, their extra-departmental campus colleagues, and their off-campus disciplinary colleagues. The questionnaire also solicited data on various professional characteristics, including their publications. Usable responses were obtained from 95 faculty of a private research university and 81 faculty of 2 private liberal arts colleges in the Rocky Mountain region. The original 30 functions performed by colleagues were reduced to 4 factors/need categories by 2 rounds of factor analysis, and 4 distinguishable colleagueship patterns were identified. The patterns of collegial interaction were examined in detail with respect to professional orientation, age, and type of school. A main finding was that the overall pattern and structure of collegial need fulfillment is importantly associated with research productivity. The particular pattern that marked the productive faculty member combined strong off-campus collegial functioning with strong departmental functioning and relative insulation from extra-departmental campus colleagues. (SW)

ED 216 634 HE 015 087

Skipper, Charles E.

Four Indicators of Administrative Effectiveness.

Pub Date-22 Mar 82

Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Deans, Administrator Evaluation, *Administrator Qualifications, *Administrator Selection, Discriminant Analysis, Higher Education, *Leadership Qualities, Predictive Measurement, *Predictor Variables

Identifiers-Search Committees

A four-variable equation to predict administrative effectiveness of academic deans was derived from 17 variables by discriminant analysis. The study objective was to validate four indicators of administrator effectiveness. If the four variables were found to discriminate between effective and ineffective deans, search-screening committees could give special attention to these indicators as they interview candidates for a leadership position. Two groups consisting of presidents and vice-presidents for academic affairs from universities rated poor'' and outstanding'' academic deans on their campus on the following variables: intellectual efficiency, flexibility, knowledge about position, and judgment. An administrative effectiveness score was developed using the discriminate weights of the four variables. The average administrative effectiveness score for the poor deans was minus .96, and 53 percent were perfectly classified. The average administrative effectiveness score for the outstanding deans was .68, and 33 percent were perfectly classified. The outcome was an administrative effectiveness continuum of discriminate function weights bounded by plus or minus .94. It is suggested that search committees can use the four variables in interviews with candidates for dean positions. (Author/SW)

ED 216 635 HE 015 088

Tritschler, Donald, Ed.

Instructional Resources Handbook for Higher Education.

Association for the Study of Higher Education.

Pub Date-82

Note-56p.; Handbook sponsored by the Committee on Curriculum, Instruction and Learning of the Association for the Study of Higher Education.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, Case Studies, College Administration, *College Faculty, Comparative Education, Curriculum Development, Educational History, *Educational Resources, *Games, Graduate Students, *Higher Education, Instructional Materials, National Organizations, *Postsecondary Education As a Field of Study, *Professional Associations, Research, Simulation, Systems Approach, Teaching (Occupation), Teaching Methods

Six annotated bibliographies and lists of resource materials and organizations are presented as aids to faculty teaching graduate courses in higher education as a discipline. The first bibliography, Bibliographies of Higher Education,'' (Peter P. Olevnik), is designed as a guide for the graduate student to general and special reference sources related to the field of higher education. A second bibliography, A General Bibliography for the College Teacher,'' (Bruce Bennard, Sharon Mailey, and Frank T. Stritter), is organized into sections corresponding to the components of a systematic approach to instruction, including establishing objectives and pre-assessment, attitudes and values, developing tests, instructional formats, media, simulations, and course/program evaluation. Additional bibliographies include: Articles on Teaching the Field of Higher Education,'' (David D. Dill); and Case Material for Teaching the Field of Higher Education,'' (David D. Dill). A guide to national higher education associations, Associations as Instructional Resources,'' (Jacob D. Zucker) considers the roles of these associations and specific resource guides and lists the associations by categories pertaining to the services they provide. Additionally, ways in which games and simulations are used in higher education, as revealed by the results of a survey of selected colleges, are considered in Using Games and Simulations in Higher Education Programs,'' (Robert Birnbaum). The largest number of games/simulations are related to organization and administration, while curriculum development is another application. References pertaining to games and simulations are included, as is an evaluation form for the handbook itself. (SW)

ED 216 636 HE 015 090

Blai, Boris, Jr.
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
Pub Date-82
Note-11p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, College Students, Comparative Analysis, Helping Relationship, Higher Education, Institutional Research, Questionnaires, *Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, *Teacher Effectiveness, Teacher Role, *Teaching Methods, Two Year College Students
Identifiers-Denison University OH, Harcum Junior College PA, Illinois State University

Views of students and teachers regarding the characteristics of the better'' teacher were assessed, based on results from a parallel-perceptions survey conducted with students in three diverse institutions. Approximately 838 students enrolled in the 1970s at Harcum Junior College, Illinois State University, and Denison University responded to a 14-item, force-choice questionnaire. At least three-quarters of the students considered the following to be the desired combination of characteristics of the better teacher: a student-oriented teacher, one who leaves class attendance optional, one who allows student participation in classroom discussion, one who allows student direction rather than rigidly following a syllabus, and one who offers most of his time to students. For 28 Harcum Junior College faculty, the following preferences: being student-oriented and offering most of teacher's time to students. Seventy-five percent of the faculty selected the following additional characteristics among their top-ranked preferences: in reorganizing courses, professors should revise them in accordance with professionals' opinions (80 percent); professor is a better teacher if he requires class attendance (75 percent); professor is a better teacher if he maintains a purely academic relationship with students (75 percent); and professor is a better teacher if involved primarily in his own field rather than in campus activities (85 percent). The questionnaire items and the percentage of responses for each item are presented. In addition, a rank ordering of student and faculty preferences is included. (SW)

ED 216 637 HE 015 093

Hudson, James I., Ed. Nevins, Madeline M., Ed.

Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).

Pub Date-81

Note-314p.

Available from-Henry J. Kaiser Family Foundation, 525 Middlefield Road, Suite 200, Menlo Park, CA 94025.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Books (010)

Document Not Available from EDRS.

Descriptors-Case Records, *Clinics, Competition, *Cooperative Programs, Family Practice (Medicine), Health Facilities, Higher Education, Institutional Cooperation, Insurance, *Medical Schools, *Medical Services, Program Administration, Program Descriptions, *Teaching Hospitals, *Universities

Identifiers-*Health Maintenance Organizations

In October 1980 a national conference on health maintenance organizations (HMOs) and Academic Medical Centers (AMCs) was held by the Association of American Medical Colleges and supported by the Henry J. Kaiser Family Foundation, in response to inquiries about the advantages and disadvantages of AMC affiliation with or sponsorship of HMOs. Presentations include: HMOs and Academic Medical Centers: Prospects for the Eighties'' (Bernard W. Nelson); A Consideration of Mating Rites: The HMO and the AMC'' (Ernest W. Saward); The George Washington University Experience'' (Ronald P. Kaufman); The Hopkins Experience'' (J. R. Gaintner); A North Carolina Experience'' (Glenn Wilson); Vermont Health Plan and the University of Vermont College of Medicine'' (Henry M. Tufo); Relationship of a Family Practice Residency Program to an IPA-HMO: The Wausau Family Practice Center'' (Thomas H. Peterson); Strange Bedfellows: The University of Washington and Group Health Cooperative of Puget Sound'' (Howard L. Kirz); Rutgers Community Health Plan College of Medicine and Dentistry of New Jersey Rutgers Medical School'' (Roger W. Birnbaum); The Georgetown University Community Health Plan'' (Robert R. Huntley); History of the Harvard Community Health Plan'' (Gordon T. Moore); The Medical Care Group of Washington University'' (Lawrence Kahn); The Relationship Between Brown University Medical School and Rhode Island Group Health Association (1974-1980)'' (Robert G. Rosenberg); The Role of the University of Rochester Medical Center in the Evolution of Local HMOs'' (Andrew A. Sorenson); and Competition in the Medical Marketplace: The Boston Story'' (Daniel C. Tosteson). Discussion groups are summarized. A list of conference attendees and a selected annotated bibliography are appended. (MSE)

ED 216 638 HE 015 096

Carter, E. Eugene

College Financial Management: Basics for Administrators.

Report No.-ISBN-0-669-03700-1
Pub Date-80
Note-186p.
Available from-Lexington Books, 125 Spring Street, Lexington, MA 02173 ($19.95).
Pub Type- Books (010) - Information Analyses (070) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Case Studies, *College Administration, College Buildings, Decision Making, Economic Factors, *Educational Economics, *Educational Finance, *Endowment Funds, Expenditures, Higher Education, *Investment, Long Range Planning, *Money Management, Student Financial Aid, Tenure
Identifiers-Georgetown University DC, Wichita State University KS

Basic economic concepts applicable for college financial management are considered, along with the characteristics of financial instruments available to universities that have money to invest for short-term or long-term purposes. A discussion of various financial securities provides information for the endowment manager who has to select among various financial instruments. Case examples are used of how some colleges have coped with issues such as dormitory projects, endowment management, and long-run planning with an emphasis on tenure considerations. General approaches to dormitory or building financing and student aid financing are examined in the context of cash management, risk considerations, and alternative goals. These general approaches provide the administrator with a framework for analysis. The problem of endowment management and spending rules are addressed, based on a review of the research and a case example of the sophisticated endowment management followed by Georgetown University. Risk and return over time for financial administrators adopting various types of spending rules are also examined. In addition, the long-run financial strategy for Wichita State University is discussed. This case study illustrates the type of data that may be useful to the administrator planning for various contingencies. Comparisons of tenure in light of the financial concepts are compared, and today's present value of some long-run tenure decisions are indicated, along with how such decisions may be evaluated in light of the financial mobility of the institution. The American Association of University Professor's faculty model and a bibliography are appended. (SW)

ED 216 639 HE 015 097

Rausch, Erwin, Ed. And Others

Management in Institutions of Higher Learning.

Report No.-ISBN-0-669-02856-8

Pub Date-80

Note-300p.

Available from-Lexington Books, 125 Spring Street, Lexington, MA 02173 ($27.95).

Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Administrator Role, Ancillary School Services, *College Administration, Conflict Resolution, Decision Making, Employee Attitudes, *Governance, Group Behavior, Higher Education, Individual Needs, Interprofessional Relationship, *Leadership Responsibility, *Management by Objectives, Management Systems, *Organizational Theories

Identifiers-Linking Elements Concept

The way that modern management techniques contained in the Linking Elements Concept can be applied successfully to management in institutions of higher learning is considered. The Linking Elements Concept combines management science, management by objectives (MBO), and the behavioral sciences into an overall framework. The concept proposes that the level of performance of an organizational unit depends on the skills with which the manager or leader can balance the needs and characteristics of the people in the unit with the needs and characteristics of the unit itself. Those skills are the ``linking'' skills. The history of management as a discipline is traced to the twentieth century with reference to major theories, and the four foundations of modern management theory (management science, behavioral science, the management cycle, and management by objectives or results). MBO, which is a major segment of the Linking Elements Concept, is discussed, along with the remaining linking elements (satisfying psychological needs and tangible needs of employees; achieving technical competence; improving coordination and cooperation; and aligning rules and personal behavior codes). Governance of institutions of higher education and the way that the Linking Elements Concept can be used by managers and leaders are addressed. The concept is also related to the roles and responsibilities of leaders and managers in academic affairs. Applications in various departments that comprise student affairs are considered, and the administrative function is reviewed in terms of the Linkng Elements Concept. An overview of decision-making and conflict-resolution processes and a bibliography are appended. (SW)

ED 216 640   HE 015 098

Reid, John Y.

Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.

Pub Date-Mar 82

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biographies, Case Studies, *Cultural Context, Economic Factors, Global Approach, *Higher Education, Individual Characteristics, *Intellectual History, Liberal Arts, Political Influences, Public Officials, *Social History, Sociocultural Patterns

Identifiers-*McGrath (Earl J)

The method of writing an intellectual biography and the public career of Earl J. McGrath in the post-World War I cultural milieu are analyzed. One analytical framework is adapted from cultural anthropology and is used to describe the relationship of educational systems to other social systems and to culture as a whole. The second analytic frame, which evolved from evaluation of the 60-year period of McGrath's public career, concerned intellectual changes in physics, philosophy, and psychology. A third analytic frame was the dominant political and economic orientations (the Depression and World War II and also the Viet Nam War period). The data for the analysis came from three sources: McGrath's writings; nine taped interviews with McGrath; and evaluations of his life and contributions by other writers. Five key questions regarding McGrath's career are addressed: (1) What were the significant periods or divisions in McGrath's career? (2) What were his overall contributions to higher education? (3) To what extent did his career redirect the dominant social and intellectual climate of the different historical periods? (4) Can it be demonstrated that he influenced the social and intellectual climate of the different historical periods? (5) To what extent was his career significant in terms of the external cultural context? McGrath was an advocate of the liberal arts and general education, but also advanced the idea that to meet the demands of modern society, higher education curricula must be oriented around important social problems. It is suggested that it would be difficult to place McGrath neatly on a conservative, progressive, reconstructionist spectrum. (SW)

ED 216 641 HE 015 099

Bernstein, Marlene A.

The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.

Pub Date-Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Careers, Graduate Surveys, Higher Education, *Individual Characteristics, *Law Schools, *Lawyers, Mentors, Motivation, Organizational Climate, *Predictor Variables, Reputation, *Success, Vocational Followup, Work Attitudes, Work Environment

Predictors of success in the law firm were studied through interviewing and survey administration. Selected partners at several of the top 100 law firms were interviewed, and 600 alumni of 2 elite law schools were surveyed. The alumni sample was comprised of 150 members of 2 graduating classes from the 2 institutions; those who graduated 7 and 8 years ago and were fairly well established in their careers, regardless of the type of career. Particular emphasis was placed on the initial 3 year period following law school graduation. Preliminary findings include the following: beyond an acceptable level, professional competence is not as important a criterion of success as are other less measurable characteristics; the law school attended is more important than actual performance in law school; possession of, or ability to assume organization characteristics (i.e., behaviors, appearances, and values) indigenous to the firm is more important for success than is exceptional professional skill; demonstration of professional commitment, willingness to work long hours, to place professional life and firm responsibilities above personal life, is characteristic of all fast trackers; a mentor or guiding individual has been influential in the careers of a significant number of fast trackers; and attainment within the initial 8 to 10 year period is most important and does not increase significantly with the passage of time. (SW)

ED 216 642 HE 015 100

Scherini, Rose

High Schools Today: Overview and Implications for the University of California, Berkeley.

California Univ., Berkeley. Office of Student Affairs Research.
Pub Date-May 81
Note-79p.
Available from-University of California, Office of Student Research, Room 124, Bldg. T-5, Berkeley, CA 94720.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Articulation (Education), Basic Skills, College Entrance Examinations, *College Freshmen, *College Preparation, *College School Cooperation, Cooperative Programs, Educational Background, Educational Change, *Educational Quality, Higher Education, Institutional Characteristics, Minimum Competency Testing, *Secondary Education, Student Characteristics, Trend Analysis
Identifiers-California, *University of California Berkeley

The academic characteristics of freshmen entering the University of California, Berkeley (UCB), major problems in secondary education, and ways that the university can affect the quality of secondary education are examined. Data on entering freshmen for 1970-1980 indicate that UCB freshmen have consistently scored higher on admissions tests than the entry group of college-bound seniors in the state and in the nation. Admission test results show an overall decline in verbal scores and an increase in mathematics scores. UCB freshmen come from over 300 high schools, primarily public schools in California. Data on the top 20 feeder schools and brief descriptions of the top 3 feeder schools are presented. After reviewing the critical issues for secondary education and their historical, demographic, and social context, it is claimed the UCB's feeder schools are faced with: increasingly diverse student bodies; growing numbers of the limited English-speaking; teacher lay-off and low morale; high student-counselor ratios; and an overly-diversified curriculum. While there are differences among schools, a general need exists to raise the quality of college preparation, primarily in writing and mathematics. Activities by educators and state agencies directed at improving the status of high school education in California and the university's activities in the high schools are reviewed. In addition, ways in which campus administrators and faculty might have greater impact on the high school educational process are suggested. A student guide and sample test for a high school graduation proficiency test (from the Oakland Unified School District) are appended, along with an article on the state of public high schools and a bibliography. (SW)

ED 216 643 HE 015 102

Insights into Engineering Education Administration.
American Society for Engineering Education, Washington, D.C.
Pub Date-80
Note-135p.
Available from-American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, DC 20036.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Responsibility, College Faculty, *Department Heads, Departments, Educational Games, Electricity, Energy, *Engineering Education, Enrollment Projections, Faculty Workload, Higher Education, Mathematical Models, Program Administration, *Program Costs, Resource Allocation, Scholarship, Student Teacher Ratio, Teacher Salaries, Technology, *Undergraduate Study

Twelve articles that are designed to provide ideas to engineering department heads are presented. Articles and authors are as follows: Estimating Undergraduate Student Capacity for an Engineering Department,'' (T. W. F. Russell, R. L. Daughtery, A. F. Graziano); Financial Evaluation of Education Programs,'' (George DePuy and Ralph Swalm); The Department Head in Facsimile,'' (Paul E. Torgersen and Robert E. Taylor); Resource Allocation for a College of Engineering,'' (M. R. Reddy, M. B. Pashazadeh and P. H. Randolph); An Algorithm for Forecasting University Population,'' (R. A. Wysk and R. P. Sadowski); Cost and Organization in Engineering Colleges,'' (P. G. Kirmser, L. E. Grosh, and R. G. Nevins); How Do Academic Administrators Spend and Think They Spend Their Time?'' (A. E. Magana and B. W. Neibel); Administering Engineering and Technology Programs on the Same Campus,'' (Victor Richley); Planning Factors Study for Technology Education (Including Faculty Salaries),'' (R. Bruce Renda); Methods of Faculty Evaluation and Development,'' (Otis E. Lancaster); A Plan to Increase and Improve Scholarship,'' (Arnold Allentuch); and Almost Everything You've Ever Wanted to Know About Electrical Energy Management,'' (Wayne L. Stebbins). Topics include the determination of faculty course capacity and the maximum undergraduate student spaces in a department; an annual cost comparison for five methods of instructional development; an academic department head game designed for orientation and training; a survey of the administrative structures of institutions offering baccalaureate programs in engineering technology; and a method of resource allocation for a college of engineering that recognizes the need for quality and diversity of faculty. (SW)

ED 216 644 HE 015 107

Weathersby, George B.

Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-20 Jan 81
Note-27p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Role, Educational Benefits, *Educational Research, *Federal Government, Federal Regulation, Government Role, *Government School Relationship, *Higher Education, Public Policy, Research Needs, *Research Opportunities, Research Utilization, *State Government
Identifiers-*National Institute of Education

Federal and state roles in higher education and possible actions and priorities for the federal government with regard to research are considered. Federal sponsorship of research is directed to better inform policy-makers who share responsibilities for the national interest in higher education. Attention is directed to the following concerns: assumptions about the role of higher learning in American society; the national interest in and state responsibilities for higher learning; the strategies that could be proposed for exercising federal responsibilities; the possible contribution to those federal responsibilities of an increased understanding brought about through federally sponsored research; and the most desirable information reporting and research strategy that could be pursued from a federal perspective. Four of the roles that higher learning plays in American society are: the formal learning of the individual; the creation, organization, and dissemination of new knowledge; the socialization process for American adults; and a holding pattern for workers unable to fulfill employment aspirations. Federal responsibilities appropriate to higher learning include: insuring that the market environment of higher learning exhibit certain properties (e.g., equal access to higher learning); and providing opportunities for basic research. State governments are responsible for the creation and charter supervision of colleges and have some authority over the provision of education. Possible ways the National Institute of Education could promote federal and state effectiveness in higher learning and policy oriented research are suggested identifying every several years topics it wishes to emphasize. (SW)

ED 216 645 HE 015 112

Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskapliga Rapporter).

National Library for Psychology and Education, Stockholm (Sweden).

Pub Date-81
Note-373p.
Available from-National Library for Psychology and Education, P.O. Box 23009, S-104 35 Stockholm, Sweden.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Abstracts, Adult Education, *Behavioral Science Research, Developmental Psychology, Educational Administration, Educational Philosophy, Educational Psychology, *Educational Research, Educational Sociology, Experimental Psychology, Foreign Countries, Higher Education, Instructional Materials, Personality, *Psychological Studies, Psychometrics, Psychophysiology, Reference Materials, *Research Projects, Social Problems, Social Psychology, Special Education, Teacher Education, Teaching Methods, Telecommunications, Vocational Education
Identifiers-*Sweden

The 1980-81 annual abstract publication on Swedish behavioral science research reports is presented. The collection of data was completed on May 1, 1981. The more than 300 reports are grouped in categories according to Psychological Abstracts and EUDISED Thesaurus (multilingual thesaurus for information processing in the field of education). The ERIC Thesaurus was also used for the subject index. Author, subject, and institution indexes are included. The following categories are included: adult education, applied psychology, communication systems, compulsory education, countries, curriculum, developmental psychology, educational administration, organization, educational psychology, educational research, experimental psychology (animal), experimental psychology (human), experimental social psychology, general psychology, higher education, personality, personnel, philosophy of education, physical and psychological disorders, physiological intervention, physiological psychology, physiology, professional personnel and professional issues, psychology education, psychometrics, public administration and planning, social processes and social issues, sociology of education, teaching aids and teaching methods, teaching profession, treatment and prevention, and vocational education. (SW)

ED 216 646 HE 015 113

Wagner, Richard D.

Strategies for Interinstitutional Cooperation: The Experience in Illinois.

Pub Date-Mar 81

Note-10p.; Paper presented at the Wingspread Conference on Sharing Resources (March 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Planning, College Programs, Consortia, *Cooperative Planning, Coordination, Educational Cooperation, Experimental Programs, Graduate Study, Higher Education, Incentive Grants, Institutional Cooperation, *Intercollegiate Cooperation, Master Plans, Nonprofit Organizations, Private Colleges, Shared Facilities, *Shared Services, State Aid, State Colleges, *State Programs, *Statewide Planning

Identifiers-Higher Education Cooperation Act (Illinois), *Illinois

Experiences that have been gained in Illinois in efforts to achieve interinstitutional coordination and cooperation among colleges and universities are described. Attention is directed to the role of the Illinois Master Plan Phase III to establish an integrated incentives in cooperative programs, experiences in the operation of an incentive grant program (Higher Education Cooperation Act HECA), and other dimensions of interinstitutional cooperation and coordination. The HECA grant program is the most visible symbol of interinstitutional coordination and cooperation in Illinois. HECA grants have been provided for three basic kinds of activities: (1) to finance not-for-profit corporations or consortia that bring together several institutions to provide educational programs in underserved areas of the state; (2) short-term experimental programs; and (3) support for programs of statewide significance that involve a number of institutions. The most common function of not-for-profit corporations is to offer graduate instruction in unserved communities with a sizeable population base. Grants for cooperative programs of statewide significance have included activities to develop educational television programs and delivery systems, and library resource sharing. Some advantages and disadvantages of the HECA grant activities are noted. Ongoing cooperative efforts also have been operating with little or no state involvement. The role of the state board in encouraging interinstitutional cooperation and the need for higher education institutions to achieve support for the entire enterprise, rather than for special interests, are addressed. (SW)

ED 216 647 HE 015 114

Mosqueda, Lawrence J. And Others

The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.

Pub Date-5 Sep 81

Note-33p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 5, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, Case Studies, Comparative Education, Cultural Context, *Educational History, Government Role, *Higher Education, *Minority Groups, Personnel Policy, *Political Influences, Political Science, *Racial Discrimination, Social Class, Sociocultural Patterns

Identifiers-*Mosqueda (Lawrence), *Munoz (Carlos), University of Denver CO, University of Washington

An overview of the historical roots of racism is presented, and the role of higher education within the institutional structure of American society is analyzed. Two case studies are reviewed in detail, along with the relevant political issues and change strategies to help remedy racism in America. A key dimension of racism involves education, which has been viewed as a means for social progress in the United States. Higher education institutions have in the past systematically excluded women, blacks, Chicanos, and other unfavored groups from entry as students and in the professional labor market. American universities are distinguished from most of those of Western Europe by bureaucratic, lay control over university policies, the dependence of universities on business and government funds, and a lack of a strong professional and ethical tradition among academics. Originally, American university curricula were expected to reflect aristocratic values and culture and have consequently emphasized a classical curriculum geared to the perceived needs of upper class and upper-middle class students. In addition, unlike Europe, no tradition of academic freedom for students developed in the United States. A neutral model of teaching resulted in American academics spending their classroom time on contemporary liberal-conservative debate rather than proposing social alternatives and criticism. The specific situation in the political science department and the cases of Carlos Munoz at the University of Washington, Seattle, and Lawrence Mosqueda at the University of Denver are examined. A bibliography is appended. (SW)

ED 216 648 HE 015 115

Sheridan, Harriet W. Hill, Barbara Ann

Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).

Association of American Colleges, Washington, D.C.

Spons Agency-Johnson Foundation, Inc., Racine, Wis.; National Endowment for the Humanities (NFAH), Washington, D.C.

Report No.-ISBN-0-911696-11-3

Pub Date-Mar 81

Note-20p.

Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Articulation (Education), College Faculty, College Programs, *College School Cooperation, Curriculum Evaluation, *Educational Benefits, General Education, Graduate Study, *Higher Education, *Humanities, *Interdisciplinary Approach, Liberal Arts, Teacher Education, Teacher Improvement

Identifiers-*Wingspread Conferences

A report of the 1981 Wingspread Conference, which sought remedies for the current low state of the humanities in American higher education, is presented. Participants included 60 college presidents, deans, faculty members, government officials, and business and foundation officials. Recommendations are as follows: (1) a collaborative effort should be taken to develop articulation of the humanities curriculum from the elementary to postsecondary level; (2) colleges and universities should review the quality of teaching in humanities in the general education component, and should encourage collaboration across the disciplines and the integration of education in the humanities on their campuses; and (3) colleges and universities should review graduate education in the humanities to determine how it can better prepare young scholars in the humanities for teaching careers in the undergraduate classroom as well as for continued research activities. Conference participants agreed that the ultimate value of the humanities, beyond their intrinsic value as a form of knowledge, is in the development of practical wisdom in private life as well as in the conduct of thoughtful membership in democratic society. The humanities can also strengthen the quality of the public, professional, and intellectual life. Participants considered that the current difficulties of the humanities result, in part, from the vast changes in higher education during the past 20 years. They also discussed the isolation of the humanities, the needs of current humanities faculty, and the need for connections between the humanities and the sciences, social sciences, career disciplines, and other

curricula. (SW)

ED 216 649 HE 015 117

Huckenpahler, J. G. And Others

Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-81-326

Pub Date-Dec 81

Note-93p.

Available from-National Science Foundation, Washington, DC 20550.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Educational Development, Employment Patterns, *Engineers, Enrollment Trends, *Expenditures, Federal Aid, Females, *Financial Support, Foreign Students, *Graduate Students, Higher Education, National Surveys, Private Financial Support, *Research, *Scientists, Trend Analysis

Identifiers-*Research and Development

The results of the 1972-1981 National Science Foundation surveys on academic research and development (R&D) funds, the employment and utilization of scientists and engineers, and the characteristics of graduate students enrolled in the sciences and engineering (S/E) are presented. Findings include the following: the steady growth to university S/E employment and graduate S/E enrollment that characterized the 1970s was maintained into 1980, but a downturn in R&D expenditures in real dollars is occurring in 1981; academic R&D expenditures from all financial sources accounted for about one-tenth of the national R&D total; during the 1977-79 period, nonfederally funded R&D expenditures at universities and colleges grew at an average annual rate nearly twice that of federally financed R&D expenditures; as in earlier years, the life sciences accounted for more than one-half of all academic R&D expenditures in 1979; capital expenditures for S/E activities at universities and colleges fell at an average annual rate of three percent, or nearly 10 percent in constant dollars between 1972 and 1979; the 325,000 scientists and engineers employed in higher education institutions in January 1980 represents a three percent per year increase over the number employed in 1978; life scientists made up the largest single group of academic S/E professionals through the 1973-1980 period; 375,000 students were enrolled in courses of study leading to graduate degrees in S/E, up two percent per year since fall 1977; and women made up 33 percent of the full-time S/E graduate students enrolled in doctorate-granting institutions in 1980, up from 25 percent in 1975.

Questionnaires, statistical tables, and technical notes are appended. (SW)

ED 216 650 HE 015 118

Brown, Peggy, Ed.

Liberal Learning and Professional Programs.

Association of American Colleges, Washington, D.C.

Pub Date-May 82

Note-19p.

Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Journal Cit-Forum for Liberal Education; v4 n6 May-June 1982

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Business Administration Education, College Programs, Cultural Context, *Engineering Education, Ethics, Health Services, Higher Education, Humanities, *Interdisciplinary Approach, *Liberal Arts, Medical Services, Medical Students, Pharmaceutical Education, *Professional Education, Technological Advancement, Undergraduate Students

Identifiers-Colorado School of Mines, George Washington University DC, Massachusetts Coll of Pharmacy Allied Health Sci, Mining, University of Florida, University of Kansas, Worcester Polytechnic Institute MA

Challenges faced by administrators and faculty members working to integrate liberal education into the professional curricula are considered in two essays, and exemplary programs at colleges and universities are described. In Liberal Learning and the Business Students: What Are We Doing? What Should We Be Doing?'' David A. Fedo presents the case for liberal education in the business school and urges administrators to integrate liberal arts into all facets of the professional curriculum. In Liberal Learning and Engineering Education,'' David P. Billington and Robert Mark consider reasons for emphasizing liberal learning for technical students, the concept that interdisciplinary teaching can be improved, and the need to relate technical ideas to broad cultural realities. The following college programs are described: Business and the Humanities, the University of Kansas; Humanistic Approach to Pharmacy Education, Massachusetts College of Pharmacy and Allied Health Sciences; Sparking Student Interest in Humanities, Colorado School of Mines; Humanities Perspectives on the Professions, University of Florida; Ethics and Health Care Issues, George Washington University; and Qualifications in Liberal Learning, Worcester Polytechnic Institute. Additional programs that are briefly described include: Folklore and Language, Adelphi University, and Criminal Justice and the Humanities, University of North Carolina at Charlotte. Relevant publications are also briefly described. (SW)

ED 216 651 HE 015 119

Sheffield, Edward

Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.

Canadian Society for the Study of Higher Education.

Report No.-ISBN-0-9791076-0-9
Pub Date-Nov 81
Note-102p.
Available from-Canadian Society for the Study of Higher Education, c/o Faculty of Education, University of Manitoba, Winnipeg, Manitoba R3T 2N2, Canada.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agency Role, Coordination, *Educational Research, Foreign Countries, Improvement Programs, Information Dissemination, *Institutional Research, Linking Agents, Organizations (Groups), *Postsecondary Education, *Professional Associations, Questionnaires, Research and Development Centers, *Researchers, *Scholarship
Identifiers-*Canada, Canadian Society for the Study of Higher Education, Social Sciences Humanities Research Council Canada

Information on organizations and individuals involved in research on postsecondary education (PSE) in Canada was obtained through a survey of 435 organizations, a survey of 817 individuals, and through requests for information appearing in two publications. Methods of disseminating research results on the role of the Social Sciences and Humanities Research Council (SSHRC) of Canada were also examined. Research on PSE covers reflective inquiry and scholarship, empirical investigation, and critical analysis. Within the universities, such research is undertaken by academics and graduate students in faculties of education, especially in centers for the study of PSE, but much more is done in other faculties and departments, notably economics, sociology, psychology, and history. It is estimated that throughout Canada there are roughly 750 individuals engaged in research on aspects of PSE, about a third of them full time. The full-time researchers are primarily analysts in university and college institutional research groups or government departments and agencies. Almost all of the academics involved are part-time PSE researchers and for the majority of them, PSE is an area of secondary interest. The only scholarly association for which PSE is a matter of central interest is the Canadian Society for the Study of Higher Education (CSSHE). More long-term studies are needed and more that are interprovincial or national in scope. A lack of agreement on major themes and a lack of an integrating agent is noted, and it is recommended that CSSHE serve as a integrating agent. Recommendations to the CSSHE and to the SSHRC are included. The questionnaires and a list of respondents are appended. (Author/SW)

ED 216 652 HE 015 120

Bowker, Lee H.

The Academic Dean.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-81

Contract-400-77-0073

Note-8p.

Available from-American Association of University Administrators, 1000 Vermont Ave., N.W., Washington, DC 20005 ($1.00).

Journal Cit-Administrator's Update; v3 n2 Fall 1981

Pub Type- Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Deans, *Administrator Attitudes, Administrator Role, Conflict Resolution, Employment Experience, Higher Education, Job Satisfaction, Problem Solving, *Role Conflict, *Teacher Administrator Relationship

The role of the academic dean, role conflicts, and the occupational experiences and performance of deans are considered. Role conflict for academic deans is related to clashing constituencies, role ambiguity, lack of correspondence between organization requirements and the personalities of incumbent deans, changing organizational needs over time, and historical trends in the definition of the deanship. Less than half the deans are evaluated annually, usually by presidents, chancellors, vice-presidents, or provosts. While satisfactions of deans have been reported with respect to the raising of academic standards at an institution, contributing to curriculum development, and hiring qualified faculty, dissatisfactions pertain to situations in which the dean is the initiator of conflict, the dean is the defendant in an attack on the administration, or the dean is the conciliator. It is suggested that the role of the dean needs to be clarified with respect to planning, evaluation, resource allocation, and other administrative functions. Knowing what attracts individuals to the deanship and how the balance of satisfactions and dissatisfactions leads to the resignation of deans after a time would also be valuable. Mechanisms that would enable deans to maintain their scholarly interests so that they may return to teaching later in their careers may be important, along with research on the wisdom of retaining deans in their administrative positions. Since teaching is the primary activity overseen by deans, it is necessary to know more about how they might manage resources of all kinds (including symbolic resources) to stimulate and maintain teaching excellence in their academic units. (SW)

ED 216 653 HE 015 121

Baldridge, J. Victor And Others

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-81

Contract-400-77-0073

Note-66p.

Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members; $5.50 nonmembers).

Pub Type- Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrators, *Collective Bargaining, *College Faculty, College Governing Councils, College Presidents, *Faculty College Relationship, *Governance, Higher Education, Leaders, *Personnel Policy, Retrenchment, School Surveys, State Agencies, State Colleges, Teacher Attitudes, Tenure, Union Members, *Unions

Identifiers-National Labor Relations Board v Yeshiva Univ

The impact of the unionization of college and university faculty is examined, based on a 1979 survey of 240 nonunionized colleges and all other unionized institutions, and on a review of recent literature on collective bargaining. The survey is a followup of a 1974 survey pertaining to collective bargaining and a 1971 survey concerned with general governance issues at the 240 representative schools. Attention is directed to: the impact of collective bargaining on governance and especially academic senates and administration at both the local campus and system levels; the likely beneficiaries of academic collective bargaining and the overall consequences for faculty, students, and higher education in general; the formalization of personnel relations, and tenure processes and retrenchment at unionized and nonunionized institutions. Perspectives on the impact of the Yeshiva Court decision and the future of faculty collective bargaining are also presented. Of the 1,400 questionnaires mailed to college presidents, local faculty union chairpersons, systemwide administrators, and union leaders, 52 percent responded. More than 95 percent of both presidents and union chairpersons believed that bargaining has caused greater specificity of rules and regulations. Respondents believed unions have been least effective on their campuses in strengthening existing faculty governance (such as senates) and enhancing professional standing. Administrators said that unions have actually hurt in these areas. Overall conclusions of the three surveys include: some union chairpersons are disillusioned with the outcomes of bargaining; and faculty personnel issues are at the heart of collective bargaining. A bibliography is appended. (SW)

ED 216 654 HE 015 131

Groff, Warren H.

Strategic Planning Techniques: Matching External Assessment with Internal Audit.

American Council on Education, Washington, D.C.
Pub Date-Nov 81
Note-53p.; Paper presented at the American Council on Education Leadership Seminar on "Strategic Planning Techniques for Massachusetts Postsecondary Education" (Worcester, MA, November 30-December 1, 1981). Presented in conjunction with the Council of Public Presidents and Chancellors and the Chancellor's Office of the Massachusetts Board of Regents.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Planning, College Role, Curriculum Evaluation, Data Collection, Economic Factors, Educational Demand, Educational Quality, Higher Education, *Institutional Evaluation, Institutional Research, Long Range Planning, *Needs Assessment, Political Influences, Research Needs, Self Evaluation (Groups), *State Colleges, *Statewide Planning, Trend Analysis
Identifiers-*Massachusetts, *Strategic Planning

The literature on strategic planning, and the capabilities of Massachusetts system of public postsecondary education were assessed, as part of a 1981 leadership seminar. Teams from all public postsecondary education institutions in the state reviewed the basic concepts of strategic planning; critically analyzed the environment external to their institutions; observed a method to evaluate certificate and degree programs based on the criteria of quality, centrality, and viability; and listened to a presentation on various aspects of integration related to strategic planning. Materials and articles distributed to seminar participants contained detailed information about a broad range of demographic, social, political, and economic forces, trends, and their effects and impacts. Projects started by national organizations and the results of implementation in two- and four-year colleges and universities were also examined. Tools for external environment assessment were needs assessment, trend analysis, environment scanning, and market analysis. Data gathering and analysis, which are designed to reveal the options for an institution, were addressed. After review of resources and examples, tools, and options, campus teams participated in a SWOT (strength, weakness, opportunity, threat) analysis: an exercise to assist institutions to capitalize on strengths, minimize weaknesses, take advantage of opportunities, and eliminate or reduce threats. Lists of these concerns along with demographic, social, political, or economic factors, are included. It is recommended that there is a need for: institutions to be versed in the strategic planning literature, guidelines for data collection and analysis, and additional workshops. Appendices include a seminar program, a bibliography, and an evaluation format for diagnosing stages of institutional development. (SW)

ED 216 655 HE 015 133

Klein, Thomas Gaff, Jerry

Reforming General Education: A Survey.

Association of American Colleges, Washington, DC. Center for General Education.

Pub Date-Apr 82

Note-22p.

Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills, *College Curriculum, Course Content, Curriculum Design, Curriculum Development, Curriculum Evaluation, *Educational Change, Educational Objectives, *General Education, Graduation Requirements, Higher Education, *Liberal Arts, Logical Thinking, Problem Solving, School Surveys, *Undergraduate Study

The nature of program changes taking place in undergraduate general education and factors that affect curricular change were addressed in a survey. A sample of 272 colleges and universities that were conducting serious review or revision of their undergraduate general education programs were sent questionnaires, and 139 responses were received. The majority (58 percent) were four-year colleges with predominantly undergraduate emphases, but 14 percent were community colleges, and 28 percent had several graduate programs. Attitudes toward general education at 71 percent of the schools had become more favorable during the last three years. Eighty-two institutions recently adopted a curricular revision or had a specific proposal before the faculty. Five related aspects of changes in the general curriculum discussed are: curricular structure, subject matter content, skills that are the explicit aim of instruction, the qualitative character of the program, and the amount of change represented by new programs. Two important structural features are the number of hours of general education required for graduation and its proportion of the total curriculum and the amount of prescription. Requirements in the humanities, arts, natural sciences, and social sciences were increased by 32 to 52 percent of the institutions. Skills that received explicit attention were writing (99 percent of the programs), mathematics (82 percent), critical thinking (79 percent) and problem solving (72 percent). Qualitative changes were efforts toward integration, global studies, a four-year course of study, and nonlecture pedagogy. It is suggested that overall program changes are just beginning. A questionnaire is appended. (SW)

Quay, Richard H.

On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.

Vance Bibliographies, Monticello, Ill.
Pub Date-Jun 82
Note-12p.
Available from-Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.00).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Freedom, Activism, *College Instruction, College Role, Educational Change, Educational Objectives, Educational Philosophy, Educational Quality, Global Approach, *Higher Education, Humanities, Liberal Arts, *Teacher Role, *Teaching (Occupation), Womens Education, World Affairs
Identifiers-*Taylor (Harold A)

A bibliography of approximately 130 materials authored, coauthored, or edited by Harold A. Taylor from 1951 to 1979 on the nature of teaching in higher education is presented. Specific topics include the following: student protests, radical reform, a world university, the United Nations University, the world as teacher, the humanities in the schools, philosophy and modern man, society and revolution, teacher in the world, the world and the American teacher, arts in America, freedom and authority on the campus, the goals of higher education, college presidents, women's colleges, new curricular needs of women, the quality of instruction, modern education and the progressive movement, education and freedom, moral values and education, the philosophical foundations of general education, the task of college administration, the role of the teacher in the educating process, liberal education, and philosophy's human responsibility. (SW)

ED 216 657 HE 015 141

Bean, John P.

The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.

Pub Date-Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability, Academic Achievement, *Agricultural Colleges, Cohort Analysis, *College Freshmen, *Grade Point Average, Higher Education, Institutional Research, Predictor Variables, *Student Attitudes, *Student Attrition, *Student Characteristics, Withdrawal (Education)

Identifiers-Homogeneous Population

Variables that best explain variance in student attrition for 168 freshmen students from a college of agriculture within a major midwestern university were studied in 1979. Variables were selected from a theoretical causal model of student attrition (Bean, 1981), a review of the literature (Bean, 1978), and five empirical investigations conducted by Bean. Nine main variables were: parents' educational attainment, performance in high school, absenteeism, the practical value of one's education, confidence in being a successful student, intent to leave, university grades, informal contact with faculty, and course attractiveness. Responses to a Likert-scale type attitude measure and information about the students were analyzed using stepwise multiple regression analysis. Intent to leave was the strongest indicator of attrition. The nine variables and the interaction of five of these with grade point average were found to account for 62 percent of the variance in attrition. Students with different levels of academic ability withdrew from the institution for systematically different reasons. The effects of the variables (particularly practical value, absenteeism, confidence, faculty contacts, and courses) differed depending upon academic ability. Academic performance is not only an important predictor of student attrition, but interacts strongly with other variables affecting decisions to leave school. The importance of studying small, homogeneous groups in order to accurately describe a selected group (e.g., agricultural college students) is noted. A bibliography is appended. (SW)

ED 216 658 HE 015 142

Sweet, Robert
Distance Education: The Personal Response.
Pub Date-Mar 82
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, Adult Students, *Assignments, Dropouts, Extension Education, External Degree Programs, Foreign Countries, *Helping Relationship, Higher Education, Institutional Research, Nontraditional Education, Open Universities, Program Evaluation, Student Attitudes, Student Needs, Student Teacher Relationship, *Telephone Communications Systems, *Tutors

Identifiers-*Distance Education, *Open Learning Institute BC

Personal contacts students have with their tutors through the telephone tutoring system established at the Open Learning Institute, British Columbia, Canada, were investigated with completing and noncompleting students. Attention was directed to the frequency of contact with tutors and supportive behaviors tutors extend. For the 118 students, the average age was 33 years, and 24 percent were males. Completing and noncompleting groups were defined on the basis of completion of all assignments. No significant differences were found in the frequency with which tutors telephoned students in the two groups. Noncompleters rated tutors more highly than did completers on the item: I feel my tutor wants me to phone if I have any questions.'' The frequency with which the two groups of students initiated contact with their tutors was 45 percent for the completer group and 32 percent for the noncompleting group, an insignificant difference. It is suggested that tutors were attuned to the greater need of students in the noncompleter group for guidance. In addition, the similar pattern of student-initiated calls for both groups and the positive ratings given tutors by completers and noncompleters provides a measure of assurance that tutors have been successful in creating a climate of supportiveness for all the students. It is concluded that in distance learning, a teletutoring system allows frequent discussion between tutors and students concerning their academic progress, and personal relationships that promote effective feedback can be fostered. (SW)

Brinkman, Paul
Indicators of Tuition, Room, and Board Prices: An Overview.
National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date-Mar 82
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Available from-National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80501 ($2.00).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Housing, *Cost Estimates, Economic Factors, *Educational Economics, Geographic Regions, Higher Education, Inflation (Economics), Institutional Characteristics, *Noninstructional Student Costs, Private Colleges, School Surveys, State Colleges, Trend Analysis, *Tuition, Two Year Colleges
Identifiers-*Financial Indicators, *National Center for Higher Educ Management Systems

An overview is presented on one series within a set of higher education indicators being developed at the National Center for Higher Education Management Systems (NCHEMS): a series dealing with the prices of tuition, room, and board. A Laspeyres-type index and a moving average are used to track tuition, room, and board prices for a sample of 2,488 institutions over the period from 1972-73 to 1979-80. The primary source of data was the annual Higher Education General Information Survey, the Institutional Characteristics Survey. Findings are disaggregated by type of institution (NCHEMS classification), public versus private control, and region of the country. Persistence, though not uniform, increases in average prices were found for all types of colleges and universities. Tuition increases typically did not keep pace with inflation over the period as a whole, but did so during the last few years of the period. The tuition gap between public and private institutions became larger. On a percentage basis, tuition increases at public two-year colleges were relatively high, but those institutions still enjoyed a substantial price advantage at the end of the period. Average tuition at North Atlantic public institutions increased more rapidly than that of public institutions elsewhere in the country. Increases in room and board prices lagged significantly behind increases in the price of rent and food at home. As a group, public two-year institutions also experienced a substantial enrollment growth during the period. Data are presented on tuition prices at doctorate-granting institutions, other four-year institutions, and by region, and other student expenses by living arrangement. (Author/SW)

ED 216 660 HE 015 145

Toombs, William

Finding Exemplars of Research on Academic Programs.

Pub Date-Mar 82

Note-22p.; Paper presented at the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Education, Case Studies, *College Curriculum, Data Bases, *Educational Assessment, *Educational Research, *Postsecondary Education, *Research Methodology, *Research Projects, Surveys, Trend Analysis

Exemplars of research on academic programs are considered in relation to the qualities of research and types of information used as a framework for analysis. It is suggested that serious investigations of the postsecondary curriculum are characterized by: efforts to move from particularistic approaches to the stipulation of universalistic variables; a use of empirical research to initiate and clarify the rudimentary concepts now in use; and recognition that the reality of the situation has more complexity than most research designs can incorporate so that it is not desirable or necessary to seek practical results all the time. Research on the college curriculum has some parallels with

field study in the social sciences. Principal methodological considerations suggested by Zelditch (1962) are: (1) histories and incidents (chronicles, interpretations, and synthesis incidents cases and persons); (2) distributions and frequencies (normative and descriptive studies of effects, outcomes, and impacts); and (3) generally known rules and statuses (focusing on curriculum or critical processes). Historical analyses that carry the process of interrelating society and the curriculum to the point of synthesis are few. The study of incidents, which includes individual cases, ideas, and situations, has grown enormously since 1960, often under impetus from the Carnegie Commission. Building a quantitative framework within which curricula features can be placed and compared is important. The value of comprehensive data sets is increasing as uncertainty rises and more variability among students, institutions, and programs appears. Crane's formulation that a coherent field of study requires a cognitive structure and a system of social interaction and assessment is advocated. (SW)

ED 216 661 HE 015 146

Bean, John P.

A Causal Model of Faculty Research Productivity.

Pub Date-Mar 82
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Environment, *College Faculty, Faculty College Relationship, Goal Orientation, Higher Education, *Individual Characteristics, *Institutional Characteristics, Models, Organizational Theories, Predictor Variables, *Productivity, Researchers, *Research Opportunities, *Scholarship, Teacher Motivation

A causal model of faculty research productivity was developed through a survey of the literature. Models of organizational behavior, organizational effectiveness, and motivation were synthesized into a causal model of productivity. Two general types of variables were assumed to affect individual research productivity: institutional variables and individual variables. Twenty propositions concerning individual research productivity were examined for both types of variables. Institutional variables are as follows: level of research emphasis at the institution, granting of advanced degrees at the institution, institutional reputation, size, degree of affluence, degree of centralization, and degree of autonomy of the institution. Individual variables are as follows: level of research goals, number of research colleagues, degree of undergraduate teaching responsibilities, level of research resources, level of perceived equity of rewards, level of alienation, perceived level of legitimacy in one's research, level of expectancies, level of need for personal growth, level of publication in graduate school, period of time as a faculty member after beginning as productive in research, academic rank at an institution with a research emphasis, and level of individual autonomy for individuals with high levels of research goals. Several variables that have received mixed support in empirical research, and which are not included in the model are ability, sex, field, career stage, and prestige. A bibliography, summary information on empirical studies of faculty research productivity, and a diagram of the causal model of faculty research productivity are appended. (SW)

ED 216 662 HE 015 147

Kaufman, David

Course Development: Industrial or Social Process.

Pub Date-Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Coordination, Course Content, Curriculum Design, *Curriculum Development, *Extension Education, External Degree Programs, Foreign Countries, Group Dynamics, Higher Education, *Instructional Materials, Interpersonal Relationship, *Interprofessional Relationship, Material Development, Open Universities, Organizational Theories, Staff Role, Systems Approach

Identifiers-*Distance Education, *Open Learning Institute BC

The development of course materials at the Open Learning Institute, British Columbia, Canada, is examined from two perspectives: as an industrial process and as a social process. The public institute provides distance education through paced home-study courses. The course team model used at the Institute is a system approach. Course development occurs in a clearly defined sequence of steps within the context of a course team composed of a course writer, consultant, course designer, visual designer, program coordinator, and copyright officer. The criteria used to describe the industrial process of course development are: division of labor, mechanization and automation, application of organizational principles, mass production, and quality control. The course development process is also conceptualized as a social process, based on the following criteria: hierarchy and power, personality, fear and resentment, novelty, workloads, and frustration. Ways in which the independent but related social and industrial processes can be integrated into an overall framework for effective and efficient course development are suggested. Appendices include: a bibliography; data on enrollments, student characteristics, courses, programs, student support series, and staff; components of the course package; a list of the main function of course team members; and a diagram of the course development process. (Author/SW)

ED 216 663 HE 015 151

Burns, Robin

Development Studies: A Case for New Legitimations of the Social Role of Higher Education?

Pub Date-80
Note-31p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Area Studies, *Comparative Education, *Developed Nations, *Developing Nations, Economic Factors, Educational History, Foreign Policy, Global Approach, Higher Education, Intellectual Disciplines, *International Education, Political Influences, *Public Policy, Technical Assistance, World Affairs
Identifiers-Australia, Europe (West), North America

The evolution of development studies as a formal academic teaching and research endeavor is traced. Development'' is related here to decolonialization.'' Attention is directed to: the sociopolitical and economic aspects of the society; the cultural (educational and historical) aspects or frameworks within which particular contents are generated and transmitted; and the international aspects. The range and variety of development studies currently being undertaken in Western Europe, North America, and Australia are examined, along with the factors that affect the legitimation of development studies. Development during the colonial period, which centered on the nature of society and the study of nonwestern society, and post-colonial period are examined. The turning point in the diversification of development theories in particular occurred in the early 1970s, and this encompassed among other factors the following: institutional support for education in developing countries, training of students from developing countries in their homeland; and the training of people from developed countries for work in developing ones. Changes in development research, the teaching of development issues, and findings from a survey regarding development studies in 15 countries are considered. Sociopolitical and economic factors relevant to the legitimation of development studies include: domestic policy, the economy, party politics, welfare policies, the research and development mode, worldview, foreign policy, and development assistance programs. Cultural/educational factors include: administration, relationships with lower educational levels, teaching and research, the nature and structure of the content of studies. International factors include science as an international effort and the role of international agencies in shaping development thought and practice. (SW)

Parker, Franklin, Ed. Parker, Betty June, Ed.
Women's Education A World View: Annotated Bibliography of Books and Reports. Volume 2.
Report No.-ISBN-0-313-23206-7
Pub Date-81
Note-689p.
Available from-Greenwood Press, 88 Post Road West, Westport, CT 06881 ($45.00).
Pub Type- Reference Materials - Bibliographies (131) - Books (010)
Document Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Annotated Bibliographies, Business Education, Elementary Secondary Education, *Females, Feminism, *General Education, Nontraditional Education, Nontraditional Occupations, Nursing Education, Postsecondary Education, Professional Education, Sex Bias, Sex Fairness, Teacher Education, Womens Athletics, *Womens Education, Womens Studies

As in Volume 1, ``Women's Education A World View: Annotated Bibliography of Doctoral Dissertations'' (1979), Volume 2 includes all available entries in English on several aspects of girls' and women's education worldwide. Volume 2 lists and summarizes nearly 4,000 reports, monographs, and books. Entries are listed according to author and cover such areas as: feminism, the feminist movement, women's studies, business education, health occupations, homemaking, and motherhood. Complete annotated information is provided for each entry: bibliographic data, analytical summaries, and background information. A detailed index with extensive subtitles and cross-references simplifies locating data on specific topics. Data were gathered from computer searches of major data bases and visual searches of the ERIC system (Educational Resources Information Center), using the monthly publication ``Resources in Education.'' ERIC numbers and ordering information are included. (LC)

ED 216 665 HE 015 168

Hickerson, J. Douglas

General Education: A New Force in Student Development.

Pub Date- 82

Note-18p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Curriculum, *Educational Philosophy, *General Education, Higher Education, *Humanistic Education, *Humanities, Individual Development, Liberal Arts, Self Actualization, *Student Development, Theories

Student development philosophy, based solely on the behavioral sciences and a romantic humanistic philosophy, is not adequate for meeting human needs in contemporary society. The concepts of holism, humanism, pragmatism, and individualism are all part of this student development philosophy but have been distorted. The literature on student development reflects these distortions. General education, emphasizing the humanities in the curriculum, provides the needed perspective and substance that the philosophy currently lacks. It provides an enlightened form of humanism, in which self-fulfillment is part of human fulfillment. The general education curriculum provides the competencies that satisfy the essential human need for meaning in nature and knowledge: creating, discovering, enjoying, perceiving, and acting. The elements in the curriculum that provide these competencies are language, mathematics, science, arts, personal relations, morals, history, religion, and philosophy. (Author/MSE)

ED 216 666 HE 015 173

Whitmore, Robin L. Amos, Arthur K., Jr.

Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.

California Univ., Davis. Office of Student Affairs Research and Information.

Pub Date-May 82

Note-29p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Blacks, Careers, College Choice, *College Graduates, *Education Work Relationship, *Employment Patterns, Ethnic Groups, Filipino Americans, Graduate Study, Graduate Surveys, Higher Education, Job Satisfaction, Latin Americans, Majors (Students), Mexican Americans, *Minority Groups, Questionnaires, Salaries, *School Attitudes, State Universities

Identifiers-*University of California Davis

In May 1980, the 1973-1979 minority graduates of the University California at Davis were surveyed about their employment, graduate and professional school training, career progress, and university experiences. The response rate was 33.7 percent. Minority groups included were American Indian, black, Chicano, Latino, and Filipino. Most had taken graduate level coursework, and felt well-prepared by undergraduate work. American Indians were most likely to have undertaken graduate work, be currently enrolled, and be full-time students. Eighty-three percent of the respondents were currently employed, most full-time, and in a broad range of occupations. Fifty-three percent felt their occupations were highly or moderately related to college major, with Filipinos most likely to feel them highly related. Median annual salary of full-time workers was $16,500. Job satisfaction was generally high. Respondents also reported on their feelings of personal, intellectual, and social growth as a result of their college experiences. In each area, respondents reported that the university contributed very much or somewhat to their growth. Over three-quarters would definitely or probably choose to attend the university again if they could start college over. Filipinos were least likely to choose the same university again. Attitudes toward choosing the university again were related to feelings about preparation for current occupations. Comparisons with a similar survey of all graduates from 1973 to 1979 show great similarities between the groups. Results of both surveys are illustrated in tables and graphs. The survey instrument is appended. (MSE)

ED 216 667 HE 015 212

Smith, Jeff E. Henderson, Cathy

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.

North Carolina Central Univ., Durham. Inst. on Desegration.

Report No.-ID-IRG-82-1

Pub Date-82

Note-49p.

Pub Type- Reference Materials - Bibliographies (131) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Persistence, Access to Education, Black Colleges, Black Students, Career Counseling, *College Desegregation, College Planning, *College Students, Declining Enrollment, Dropout Characteristics, Dropout Prevention, Educational Opportunities, Enrollment Influences, *Enrollment Trends, Higher Education, Minority Groups, Needs Assessment, Public Policy, *Student Attrition, Student Financial Aid, Student Needs, White Students

A bibliography on enrollment, student retention/attrition, and desegregation in higher education is presented, including an introduction by Cathy Henderson. The bibliography covers publications from the early 1960s through 1981 and contains 501 entries, which are presented alphabetically by author. The bibliography is the result of research conducted by Jeff E. Smith from 1974 through 1981. Henderson's introductory comments address influences on college enrollments in the 1980s and 1990s; the increased competition by colleges, the Armed Services, and private industry for the traditionally college-age cohort (18-24-year-olds); and the need for colleges to concentrate on educating the students already enrolled. She suggests that the following areas need attention at most colleges: use of packaging of federal, state, private, and institutional aid to minimize the debt burden for upperclassmen; help in the selection of a major field for undergraduates who feel uncertain about their interests and career options; help to any student who needs career counseling and job placement ideas; and internships to permit students to blend classroom and job experiences prior to graduation. She notes that this bibliography, by providing a single reference that can guide campus officials to helpful ideas to improve enrollment planning strategies, is important to the literature on enrollment planning. The bibliography can assist campus administrators to become familiar with both retention research and the institutional case studies where ideas have been tested. (SW)

ED 216 668 HE 015 218

Maher, Thomas H.

Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Jun 82

Note-6p.

Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).

Journal Cit-AAHE Bulletin; June 1982

Pub Type- Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, Career Ladders, *College Environment, College Role, Evaluation Criteria, *Evaluation Methods, *Faculty College Relationship, *Higher Education, *Institutional Characteristics, Institutional Evaluation, *Organizational Climate, Retrenchment, Self Evaluation (Groups), Teacher Attitudes, Teacher Morale

Identifiers-*Institutional Vitality

Institutional vitality in higher education and measures of vitality are considered. Vitality may be viewed as the capacity of a college or university to incorporate organizational strategies that support the continuing investment of energy by faculty and staff both in their own careers and in the realization of the institution's mission. Institutional vitality in the 1980s must be understood in relation to the organizational consequences of both steady-state and decline. Organizational theories, institutional histories, and biographies of important academicians are cited that may illuminate the issue of vitality. An important idea pertaining to institutional vitality is Kanter's (1979) view of opportunity structure. Kanter argues that when times are not prosperous, the institution must pay attention to its quality as an organization. Kanter addresses ways in which opportunity and power related to jobs and organizations are critical to motivation and leadership effectiveness. Peterson's (1980) emphasis on faculty response to decline and the ability of individuals in the organizations to lead effective professional lives leads to an emerging literature on faculty careers, including Rice's (1980) investigation of the professorial careers of former Danforth fellows, and Furniss's (1981) challenge to the one life-one career'' model. Indicators and scales for measuring vitality include: the Institutional Functioning Inventory (Peterson et al., 1970), Likert's Organizational Survey Profile (1976), the International Communication Association's Communication Audit, and Scott's (1980) institutional indicators. (SW)

ED 216 669 HE 015 268

Policy Issues and Research Design. Contractor Report.

National Opinion Research Center, Chicago, Ill.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-229
Pub Date-Oct 79
Contract-300-78-0208
Note-456p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*Educational Policy, *Federal Government, Government Role, High School Graduates, Legislators, Minimum Competency Testing, National Surveys, *Policy Formation, *Postsecondary Education, Public Officials, Public Policy, *Secondary Education, *State Government, Student Loan Programs, Vocational Education
Identifiers-High School and Beyond (NCES), *Illinois

A study was undertaken of federal and state secondary and higher education policy research design that used a new approach. It systematically used the parties interested in policy development to identify the specific policies within their domain that are in current contention and also identify the arguments and claims on all sides of the policy in question. The report begins with a discussion of the research, and focuses on pluralistic research, which intends to inform all interested parties as well as the policy-makers. The second section describes the results of a three-phase investigation into policy-making. The first phase involved an extensive review of Congressional hearing begun in 1978. The second phase included interviews with Illinois legislators, legislative assistants, and other state officials in state-level policy formation. The third phase consisted of interviews in Washington, D.C. with national organization representatives, Congressional staff, and other federal officials. From these sources were drawn the structure of interests surrounding policies, the content of issues being contested, and information of interest to parties to the policy process. Three segments of education policy are examined separately: secondary education, postsecondary noneducational activities, and higher education. Research problems and instrument design are discussed. A discussion follows of the pluralistic use of policy research, and data from a survey of the 1972 high school senior cohort (High School and Beyond'') are used to examine three policy questions of current interest: minimum competency testing, vocational education, and student loans. A list of references is given, and survey questionnaires and booklets and supporting forms are appended. (MSE)

ED 216 670 IR 009 871

Long, Jim

Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.

Spons Agency-Community Services Administration, Washington, D.C.
Pub Date-23 Jan 80
Contract-B9CF-018
Note-58p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Services, *Directories, Evaluation Methods, *Human Services, *Information Needs, *Low Income Groups, *Telephone Communications Systems
Identifiers-*Green Pages Concept

The project described addressed the feasibility of assessing the impact on low-income persons of the Green Pages'' concept, which seeks to improve the accessibility of public, non-profit, and survival human service agencies and other community information by centralizing them in a single, easy-to-find location in the phone book. This study focused on 11 sites where Green Pages-type formats have been published in the telephone books for varying lengths of time. Data were gathered through open-ended discussions, personal interviews, and structured questions with directory users; in person and phone interviews with administrative casework staff from agencies serving low-income persons; personal and phone conferences with telephone company representatives; and personal and phone conferences with state utility regulatory commissioners and their staff. Analysis of the data showed a favorable reception by directory users and identified variables in implementation methods affecting the impact. This report describes the methodology and sampling, discusses methodological limitations, and presents highlights of survey responses, as well as a lengthy analysis of potential affect. Appendices provide a history of the Green Pages concept, its current status, an examination of secondary sources of information, reviews of related research by telephone companies, and a draft evaluation plan to determine the impact of the concept on both poor and non-poor users. (LLS)

ED 216 671 IR 009 996

Marler, Jerilyn, Ed.

MicroSIFT News. October 1980 ((and)) October 1981.

Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-81
Note-31p.
Journal Cit-MicroSIFT News; v1 n1 Oct 1980 v2 n1 Oct 1981
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Programs, *Consortia, *Evaluation Criteria, *Microcomputers, Networks, Publications, Seminars, *Summative Evaluation, Workshops

This document comprises the first two issues of a newsletter published by the Microcomputer Software and Information for Teachers (MicroSIFT) Clearinghouse, which is a project designed to establish effective procedures for the collection, evaluation, and dissemination of materials and information, and develop a flexible user support and technical assistance component. The first issue describes the project, how the network was formed, courseware evaluation procedures, package distribution services, and hardware at the clearinghouse. Workshops and seminars offered by MicroSIFT, four publications on software sources and hardware news, and notes on regional information are also listed. The second issue describes the Evaluator's Guide and evaluation instruments developed by MicroSIFT, gives a bibliography of 28 resources on microcomputer selection, lists the participants in the field testing of the evaluation process, and provides the criteria for evaluating the content and instructional quality of courseware. Evaluations of 12 programs using this process include producer, version, required hardware, techniques, documentation available, instructional objectives, instructional prerequisites, content and structure, potential uses, major strengths, major weaknesses, and evaluation summary. Seven catalogs for educational applications and four for various fields are also listed. (CHC)

Spruit, Ed And Others

International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date-Aug 81

Note-24p.; Print marginally legible.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Centers, Foreign Countries, International Organizations, *Library Services, National Libraries, *National Programs, *Nonprint Media, *Public Libraries

Identifiers-Netherlands, Sweden, West Germany

Three papers and a brief report on audiovisual services and the agencies providing them in three countries of western Europe include: (1) National Service to Public Libraries in the Field of Audiovisual Media: The Situation in the Netherlands,'' by Ed Spruit, who discusses problems concerned with the inclusion of audiovisual media in public library collections and describes the role of the governing organization of Dutch public libraries in developing such collections; (2) The International Association of Sound Archives (IASA),'' by Rolf Schuursma, briefly describes the concerns of this group of nearly 300 institutional and individual members in western Europe and Australia; (3) Central Service of Audiovisual Media in Sweden,'' by Jan Gumpert, describes the three types of audiovisual service provided, i.e., talking books, music, and various media of interest to libraries such as slides, smaller language courses, and music cassettes; and (4) Audiovisual Aids in the Federal Republic of Germany,'' by Willi Wiemers, describes the types of audiovisual media supplied to libraries (including sound recordings, video, and slides and films), discusses difficulties caused by unauthorized copying of sound recordings, and describes centralized services available to public libraries. (LLS)

ED 216 673 IR 010 099

Tyo, John H.

How to Prepare Original Motion Picture Film for Printing, Including A and B Rolls.

Syracuse Univ., N.Y. Center for Instructional Development.

Pub Date-82

Note-41p.

Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 ($7.50 prepaid).

Pub Type- Guides - General (050) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Editing, *Films, Photographic Equipment, *Production Techniques, Special Effects

This manual for the preparation of original motion picture film for printing discusses the importance of careful handling of the original camera film, briefly reviews the professional production system for making 16mm films, and presents the advantages and disadvantages of sending the original camera film together with the work print to a laboratory for cutting and matching in-house. Equipment and facilities needed if the film is to be cut in-house (and then sent to a laboratory for printing) are described, procedures for organizing the editing and finding the desired shots in the original film are detailed, and step-by-step instructions illustrated with line drawings are provided for cutting and splicing the film, as well as the use of A and B rolls to avoid overlapping frames when splicing. Special effects such as dissolves and superimpositions that can be produced by the laboratory during the printing process are also explained, and guidelines are provided for marking the film and writing instructions for the laboratory. (MER)

ED 216 674 IR 010 100

Negroponte, Nicholas

The Impact of Optical Videodiscs on Filmmaking.

Pub Date-Jun 79
Note-32p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Graphics, Computer Oriented Programs, *Film Production, Futures (of Society), *Man Machine Systems, *Online Systems, *Videodisc Recordings
Identifiers-*Intelligent Video

This paper argues that the advent of the optical videodisc has removed one of movie making's basic tenets: that is, the unfolding of the imagery and the order of succession of the frames. It maintains that the optical videodisc provides the opportunity for topical and temporal reconfiguration of the images wherein the viewer becomes an active participant interfacing with computer programs that serve as intermediaries between the viewer and the film. The paper goes on to explore new types of movies and new film techniques made possible by videodisc technology, and the role of the computer in random access and interactive movies and available interfaces for users. Additional technological developments that may provide the user with a virtual camera'' as well as a computer to edit are briefly considered. (Author/MER)

ED 216 675 IR 010 101

Moll, Hans

Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.

Illinois State Board of Education, Springfield.
Pub Date-Aug 77
Note-18p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiotape Cassettes, Elementary Secondary Education, Guidelines, Learning Resources Centers, *Material Development, Media Specialists, *Production Techniques, *Reprography, *Tape Recordings, *Visual Aids

Designed to assist teachers and media professionals in the development of media presentations that can creatively capture learner attention, this manual provides step-by-step instructions for preparing materials using a dry mount press, copy machines, and cassette tape recordings. Sources of visual materials are suggested, the equipment needed, and general instructions for using the dry mount press are given, as well as the purpose, specific instructions, evaluation, and ideas for projects using dry mounting tissue, chartex, fotoflat, laminating, and lifting. General information on copy machines is followed by specific instructions for paper copies, transparencies, spirit duplication, mimeographic duplication, and laminating original materials; evaluation criteria are given. Guidelines for taping using a microphone include the selection of a recording location, placement of the microphone, making the recording, adding music, patch cord recording, playback, and recording topics and ideas. (MER)

ED 216 676 IR 010 108

Connell, Eileen

Establishing a Telephone Conferencing System: The Dynamics of Doing It.

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Sep 80
Grant-54-P-71362/2/2-01
Note-15p.; Paper presented at the National Teleconferencing Conference (Houston, TX, November 30, 1980-December 4, 1980.) documents, see IR 010 019-021 and IR 010 097.
Pub Type- Guides - General (050) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audio Equipment, Costs, Equipment Standards, Information Networks, *Telecommunications, *Teleconferencing, *Telephone Communications Systems, Training
Identifiers-*Vermont

Based on experience gained in a project in Vermont that is demonstrating potential applications of telephone conferencing to services for the developmentally disabled, this paper summarizes the most important factors in establishing a telephone conferencing system. Basic terminology is described and factors to be considered in selecting telephone instruments are discussed. Some simple guidelines are provided on how to deal effectively with telehone companies and some general statements are made about costs of various services. The importance of good training for users is also discussed. The appendices include descriptions of eight kinds of end instruments that were tested for the Vermont project and a list of eight publications on telecommunications and service to the developmentally disabled. (CHC)

Hanneken, Hank And Others
Staffing Your Library/Media Center.
Illinois State Board of Education, Springfield.
Pub Date-79
Note-13p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clerical Workers, Elementary Secondary Education, *Employee Responsibility, Job Analysis, Learning Resources Centers, *Library Personnel, *Media Specialists, *Occupational Information, *Resource Staff

This bulletin prepared by the Media and Library Advisory Committee to the State Board of Education of Illinois provides descriptions of task competencies and responsibilities for library and media staff members. The first of three sections delineates the professional responsibilities of media specialists in areas of administrative and curricular concern. The second section outlines the responsibilities of library technical assistants or technicians who function under the supervision of the media specialists. Those responsibilities are detailed under the categories of patron services, cataloging duties, processing duties, record keeping, and evaluation duties. The final section specifies the circulation, record keeping, supportive, and secretarial duties of the clerical media staff. (MER)

Miller, Allen H., Ed Ogilvie, John F., Ed.

Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).

Higher Education Research and Development Society of Australasia, Sydney. (Australia).

Report No.-ISBN-909528-15-2

Pub Date-19 Nov 80

Note-66p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Artificial Intelligence, *College Instruction, *Computer Assisted Instruction, *Computer Graphics, *Computer Oriented Programs, Foreign Countries, Higher Education, *Man Machine Systems

Identifiers-*Australia

The use of computers in higher education teaching programs is discussed in 16 papers and reports. Applications of computers in teaching particular subjects including prehistory and anthropology, mathematics, Hindi, plant science, chemistry, language, medicine, drawing, statistics, and engineering are discussed in 10 of the contributions. The other papers address attitudes and barriers to the use of computing in teaching and learning, recent developments in hardware applicable to computer assisted instruction, interactive graphics and image displays, and artificial intelligence. A 105-item bibliography is included. (CHC)

ED 216 679 IR 010 153

Patton, Robert And Others
Computer Literacy for All High School Students.
Pub Date-2 May 81
Note-26p.; Best copy available.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Literacy, Geometry, High Schools, High School Students, Lesson Plans, Mathematics Instruction, *Microcomputers, *Programing

This description of how one high school in Wisconsin is using computer equipment and instructors to further computer knowledge and awareness among students, teachers, and adults of the community, details a two-week computer literacy unit taught to students enrolled in geometry classes. An outline of the unit is provided along with daily lesson plans, transparencies used, and daily homework work sheets. (LLS)

ED 216 680 IR 010 154

Wilkinson, Gene L.

Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number [illegible].

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-80

Contract-400-77-0015

Note-31p.

Available from-Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-52; $2.50 plus $1.00 shipping and handling).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cost Effectiveness, Educational Improvement, *Educational Technology, Elementary Secondary Education, Media Research, *Productivity, *Research Needs

This paper examines some of the questions to be answered and some of the problems to be faced if the widespread application of technology in education is ever to be achieved. The paper is not a how-to-do-it'' manual for conducting cost-effectiveness studies; rather it is an argument to be used in support of such studies and of the experimentation in educational organization which is needed to provide the data necessary to support the redesign of public education. Several aspects of the problem which are discussed include: (1) factors inhibiting the adoption of technology in public education, (2) the educational economic crisis, (3) the need to redeploy resources, and (4) the needed database for technology. Sixty-seven references are listed. (LLS)

ED 216 681 IR 010 155

Evaluation of Cassette Braille.
VSE Corp., Alexandria, VA.
Spons Agency-Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Report No.-LC-16-RD-81
Pub Date-31 Dec 81
Contract-LC-2038
Note-117p.; Figures may not reproduce on microfiche.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Blindness, *Braille, Comparative Analysis, Costs, *Electronic Equipment, Library Services, *Magnetic Tape Cassettes, *Participant Satisfaction, Reading Material Selection, Reading Rate, *Visual Impairments

A study conducted to determine user acceptability of cassette braille systems addressed three concerns: (1) user reaction to the basic concept of cassette braille, (2) the determination of the strong and weak features of the cassette braille machines currently available, and (3) the determination of those features of braille machines which would be desirable in future production. Blind readers from five cities participated in this study, which was initiated in September 1979 and completed in December 1981. They received machines and operating instructions and were asked to keep logs recording their experience with the cassette braille system. They were also interviewed and tested, and asked to complete a questionnaire. The study indicated that the concept of paperless braille appears to have been well received. However, the equipment currently available, as used in this study, needs considerable engineering development before it could be placed into acceptable use. (Author/LLS)

ED 216 682 IR 010 157

Hall, Budd L.

Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Spons Agency-International Council for Adult Education, Toronto (Ontario).; Sussex Univ. (England). Inst. of Development Studies.; Swedish International Development Authority (SIDA).

Pub Date-Jun 78

Note-79p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Change Strategies, Comparative Analysis, *Developing Nations, Educational Radio, *Health Education, Literacy Education, Rural Population, Surveys

Identifiers-*Forums, *Tanzania

This account of the Tanzanian health campaign opens with a brief explanation of how radio forums fit into the mass media scheme. Then, campaigns run in other nations are reviewed, with emphasis on aspects pertinent to the Tanzanian experience. The Tanzanian campaign, named Mtu ni Afya (Man is Health''), had three aims: (1) to increase people's awareness of how they can make their lives healthier and to encourage both groups and individuals to take appropriate action; (2) to provide clear and simple information about the symptoms of specific diseases and their prevention; and (3) to encourage those who had participated in the national literacy campaign to maintain their skills by reading campaign materials designed especially for the newly literate. In addition to describing this health campaign which was undertaken in 1973, more recent development projects in Tanzania are also discussed. Thirty-eight references are listed. (LLS)

ED 216 683 IR 010 160

Edwards, Judith B. And Others

Elements of Computer Careers.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-ISBN-0-13-263483-X
Pub Date-77
Contract-OEG-0-71-4655/NIH-785503
Note-351p.; This item appears as a Level III as ED 139 380.
Pub Type- Books (010) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Career Awareness, *Career Education, Career Exploration, *Computer Literacy, *Computer Oriented Programs, *Computer Science Education, *Data Processing, Input Output Devices, *Occupational Information, Secondary Education, Technical Education, Textbooks

This textbook is intended to provide students with an awareness of the possible alternatives in the computer field and with the background information necessary for them to evaluate those alternatives intelligently. Problem solving and simulated work experiences are emphasized as students are familiarized with the functions and limitations of computers, how information is processed, hardware and software, techniques and tools, and systems concepts. The final chapter provides more specific discussions of several computer-related careers: data preparation clerk (or data clerk), computer operator, computer programmer, systems programmer, systems analyst, and computer center manager. Topics addressed include relative salary levels, requirements of the job (skills, education, personal characteristics, and working conditions), and career potential. The appendix includes an explanation of the use of binary codes and a glossary of terms is included. (CHC)

ED 216 684 IR 010 162

Schulz, Russel E. And Others
The Development of Programming Design Guides. Final Report.
Human Resources Research Organization, Alexandria, Va.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.-ARI-RP-80-24a
Pub Date-Dec 79
Contract-DAHC19-78-C-0010
Note-28p.; For related documents, see IR 010 163-164, ED 203 864-868, and ED 205 202.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Oriented Programs, Flow Charts, Formative Evaluation, *Guides, *Instructional Development, Military Training, *Models, Programing Languages, *Systems Approach
Identifiers-Authoring Aids, *Instructional Systems Development Model

The purpose of this research effort was to develop and evaluate a prototype system-independent Programming Design Guide (PDG) for one of the 13 offline job aids previously developed for use with the Instructional Systems Development (ISD) model. This PDG is intended to provide all of the guidance necessary for a user to implement the job aid on any of a large number of computer systems. The research effort was divided into three major tasks: (1) the establishment of the content and format for Programming Design Guides; (2) the development of a guide; and (3) the evaluation of the guide. Advice is given for developing Programming Design Guides for other blocks of the ISD model. Ten references are listed. (LLS)

Schulz, Russel E. And Others

Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.-ARI-RP-80-24b
Pub Date-Dec 79
Contract-DAHC19-78-C-0010
Note-143p.; For related documents, see IR 010 162-164, ED 203 864-868, and ED 205 202.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Computer Programs, Flow Charts, *Instructional Development, Job Training, Military Training, Models, *Online Systems, *Programing, Programing Languages, *Systems Approach, Task Analysis, Teaching Methods
Identifiers-Authoring Aids, *Instructional Systems Development Model

This Programming Design Guide (PDG) was developed to permit the offline Job Aid for Selecting Instructional Setting, which is one of 13 job aids presently available for use with the Instructional Systems Development (ISD) model, to be available in an inquiry-type, online version. It is intended to provide computer programmers with all of the guidance necessary for them to implement the offline job aid on their computer system. The resulting online program is designed for use by instructional development personnel to assist in the selection of the appropriate instructional setting for each critical task within a Military Occupational Specialty (MOS). Inasmuch as the PDG will be used as a guide for programming on a number of computer systems which employ different programming languages, the guide is written in a program design language (PDL) format rather than in any specific programming language. The PDL is a pseudo-computer language which is used to describe the design specification for an interactive computer program to assist in the selection of instructional settings. (Author/LLS)

ED 216 686 IR 010 164

Schulz, Russel E.

Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.-ARI-RP-80-24c

Pub Date-Dec 79

Contract-DAHC19-78-C-0010

Note-33p.; For related documents, see IR 010 162-163, ED 203 864-868, and ED 205 202.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advisory Committees, *Instructional Development, Job Training, Military Training, Models, *Online Systems, Programing, Programing Languages, Questionnaires, Surveys, *Task Analysis, *Teaching Methods

Identifiers-Authoring Aids, *Instructional Systems Development Model

This document provides supplemental information for the user of the online version of the Job Aid for Selecting Instructional Setting which is one of 13 job aids presently available for use with the Instructional Systems Development (ISD) model. It is not intended to be a stand-alone publication. Included in this document are sources of information for determining such things as (1) whether there is a considerable amount of theory to be taught with the task under consideration; (2) whether the task must be performed immediately on entry to the job; (3) whether the task is a prerequisite for learning and/or performing other school trained tasks; and (4) whether the task can be learned with very little supervision. Information is also included on how to conduct field surveys and how to organize panels of experts. (LLS)

ED 216 687 IR 010 165

Lally, Mike

Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.

Pub Date-Mar 81

Note-19p.; Paper presented at the Conference on Research in Mental Retardation and Developmental Disabilities (14th, Gatlinburg, TN, March 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, Difficulty Level, Elementary Secondary Education, *Feedback, Foreign Countries, *Handwriting Instruction, *Handwriting Skills, *Input Output Devices, Instructional Design

Identifiers-*Australia

A research study was conducted to determine the effectiveness of using computer assisted instruction (CAI) to teach handwriting. Designed to take advantage of the computer's facility to rapidly transfer large amounts of precise data, the handwriting program used a computer-connected pen as the interface between learner and machine. Nine boys between 9 and 16 years of age from a special school in Canberra were selected to participate in the study based on the poor quality of their handwriting. Each student attended four 20-minute individual sessions per week in which instruction in handwriting was given using computer equipment, and results indicated that positive results did occur using this technique. One important implication of the data collected from the study was that it was not the use of computers in the instruction process per se which produced significant gains in learning, but rather it was the way in which this instruction was structured. Five references are listed. (LLS)

ED 216 688 IR 010 180

Merriam, Betsy

Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.-WSDPI-Bull-2250

Pub Date-Dec 81

Note-81p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Libraries, Library Administration, *Library Cooperation, *Library Networks, Library Research, Library Surveys, *Program Development, Public Libraries, *Regional Programs, School Libraries, Shared Services, Special Libraries, *Statewide Planning

Identifiers-*Wisconsin, Wisconsin Library Network Plan

This report addresses and makes recommendations concerning key issues with respect to cooperation and resource sharing programs among different types of libraries (school, public, academic, and special) within the state of Wisconsin. The foreword to the report describes the goals of the Wisconsin Library Network Plan (WLNP). The background of library cooperation in Wisconsin at the state and area levels is reviewed; past and recent studies concerning library cooperation in Wisconsin are discussed; and the goals and objectives, research process, survey and interview results, and general issues addressed by the WLNP project are summarized. The WLNP recommendations are presented for eight categories: (1) network purposes, (2) the need for area multitype networks, (3) network services, (4) network governance, (5) geographic area boundaries for networks, (6) network participation, (7) network funding, and (8) criteria for establishing networks. Accompanying the report are a set of 23 appendices relating to specific library cooperation and network activities, and a glossary of terms and acronyms. (Author/JL)

ED 216 689 IR 010 204

Lancaster, F. W.

Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation.

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-UNESCO-SC-75/WS/44
Pub Date-Aug 75
Note-108p.; Best copy available
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Check Lists, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Guidelines, *Information Retrieval, *Program Effectiveness, Questionnaires, Seminars, *Training, Workshops
Identifiers-*Scientific and Technical Information

This report discusses and presents guidelines for the evaluation of specific educational offerings i.e., courses, workshops, and seminars in the field of scientific documentation and information retrieval. The topics covered in particular sections of the report are levels of evaluation, the nature and role of evaluation in education, approaches to evaluation in education, techniques for measuring reaction, learning acquired, and educational program results. The evaluation of specific educational activities and the design of evaluation instruments are also discussed in detail. Accompanying the text are ten tables, two figures, a 46-item reference list, and seven appendices. Among the appendices are a selective bibliography on evaluation in education, examples of questionnaires used in formative and summative evaluation of courses or workshops, a report on the eleventh annual clinic on library applications of data processing, and an example of an educational evaluation checklist for use by an independent observer of a particular activity. (JL)

Flanagan, John, Ed.

Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979).

Papua New Guinea Library Association, Port Moresby.
Pub Date-81
Note-201p.
Available from-Papua New Guinea Library Association, PO Box 5368, Boroko, Papua New Guinea ($15.00).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developing Nations, *Information Services, Learning Resources Centers, Library Role, *Library Services, *Literacy, National Libraries, Organizational Objectives, Outreach Programs, Planning, Public Agencies, *Public Libraries, School Libraries
Identifiers-*Papua New Guinea, Papua New Guinea Library Association

The product of a conference concerned with the role of libraries in developing countries, this set of proceedings includes opening comments from the conference; a paper on Strategies in the Planning of Library and Information Services,'' by Hedwig Anuar; five papers on the general topic of Literacy and the Library''; an address entitled Reaching Out: Access to Library-Based Information Services in the Rural Areas of Papua New Guinea,'' by Radha Rasmussen; and a set of 11 brief talks on the topic of Agencies in New Guinea Involved in Information Work.'' Each of the papers or set of papers delivered on a particular topic is followed by a transcript of the succeeding question and answer period. Appended are a list of details on the conference participants and a paper entitled Speaking Volumes,'' by Tony Austin, which discusses the importance of libraries and media centers in the educational process, and especially in the development of a literate populace. (JL)

ED 216 691 IR 010 206

Lundu, Maurice C.

National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.

Pub Date-Aug 81

Note-16p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Leipzig, East Germany, August 17-22, 1981).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, *Developing Nations, Governance, *Information Dissemination, Information Needs, Information Services, *Library Role, Library Services, National Libraries, *National Programs

Identifiers-Africa, *Library Users, *University of Zambia

This paper describes the situation of the information user in the developing countries of Africa; discusses the role of information resources in national development; delineates the most important functions of national libraries with respect to information dissemination and information utilization; explores the relationship between financial support, governance, and authority within institutions such as libraries; and examines in detail the concept of a national library in the context of the developing country, taking the role of the academic library at the University of Zambia within the Zambian social and economic environment as a case in point. A reference list is included. (JL)

ED 216 692 IR 010 207

Gidseg, Mitchell Seidenberg, Edward

Benefit Allocation Study of the Texas Library System. FY 1980.

Texas State Library, Austin.

Pub Date-Oct 81

Note-54p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Financial Support, Interlibrary Loans, *Library Networks, Library Services, *Public Libraries, *Resource Allocation, *State Aid, State Legislation, Tables (Data)

Identifiers-*Texas Library System

This report describes the methods and presents the results of a study undertaken to analyze the distribution of benefits from state, federal, and local funding within the Texas Library System during the 1980 fiscal year. The background of the study is described and a list of definitions for terms and acronyms used in the report is provided. The methodology for analyzing funding sources is reviewed and the major sources of funding for Texas libraries System Operation Grants, Interlibrary Loan Network contracts, and Major Resource Center (MRC) contributions are described. The patterns found in the allocation of benefits among library systems throughout the state of Texas are discussed and some of the possible interpretations of the study's findings are summarized. Data are presented in five tables. Specific details for benefit allocation within each of the 10 major regions of Texas are given in the first appendix to the report, and a second appendix contains graphs plotting library benefits against the size of the regional populations served during the fiscal year 1980. (JL)

ED 216 693 IR 010 208

Channing, Rhoda K., Ed. Stalker, John C., Ed.
Boston College Libraries: Systems, Services, Resources.
Pub Date-13 Jan 82
Note-49p.

Available from-R. K. Channing, Boston College, 116 Fulton Hall, Chestnut Hill, MA 02167 ($5.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Libraries, Government Publications, Higher Education, Interlibrary Loans, Library Acquisition, *Library Automation, *Library Catalogs, Library Collections, Library Instruction, *Library Networks, *Online Systems, Periodicals, Reference Services, Union Catalogs
Identifiers-*Boston College MA, OCLC

Prepared to inform and update Boston College faculty and administrative personnel on the impact of automation and resource sharing on the Boston College library system and the services it provides, this report contains sections on: OCLC and its interlibrary loan subsystem; the consortia in which the Boston College libraries participate; present and future serials handling systems at Boston College; the totally-integrated automated system anticipated for the new central library (including a public online catalog); and the relationship of faculty research and teaching needs to collection development, media services, bibliographic instruction programs, and special collections. The emphasis throughout is on the evolution of systems and services to aid faculty in teaching and research. Included are numerous illustrations, a glossary of library terms, and a directory of Boston College library personnel. (Author/JL)

ED 216 694 IR 010 216

Seidenberg, Edward

Governance Model Alternatives for Organizing Library Systems.

Texas State Library, Austin.

Pub Date-16 Nov 81

Note-18p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization, Costs, *Governance, Guidelines, Library Cooperation, *Library Networks, Models, *Public Libraries, *State Legislation

Identifiers-*Texas

Prepared by the Texas State Library staff as guidance for future legislative action to amend the current library systems act, this paper provides an overview of the governance of library systems, a description of the current governance of the Texas Library System, and a summary of positive and negative aspects of the different structures. Cost considerations are included. (RAA)

ED 216 695 IR 010 217

Nichols, Margaret Irby

Handbook of Reference Sources. Third Edition.

Texas State Library, Austin. Dept. of Library Development.

Pub Date-81

Note-428p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Annotated Bibliographies, *Information Needs, *Library Materials, *Library Material Selection, *Reference Materials, Resource Materials

Identifiers-*Texas

This third edition of popular and useful reference works, which emphasizes the needs of small libraries, contains 975 annotated entries and lists 201 additional titles (most with bibliographic and order information) in the annotations, representing an expansion of 30 percent over the second edition. The appendix lists 116 basic or core reference tools keyed to the annotated entries of the text. Recommended first choices are starred to assist librarians in selecting materials to meet the information needs of their communities. Sections are devoted to guides to standard reference sources, current reviews, bibliographies, general works, and 19 subject classifications, including biography, philosophy and religion, language, literature, visual arts, applied arts, crafts and hobbies, performing arts, music, social sciences, geography and archaeology, education, political science and law, business and economics, history, science, applied science, home life and social customs, and sports and games. Author/title and subject indexes are included. (RAA)

ED 216 696 IR 010 220

Lyle, Stanley P. Ashbaugh, Donald L.

Library Skills and Resources for Business Research

University of Northern Iowa, Cedar Falls.

Pub Date-82

Note-74p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrators, *Business, College Students, Independent Study, Information Seeking, *Information Sources, *Library Instruction, Library Skills, *Reference Materials, *Search Strategies, Workbooks

This independent study module is intended to introduce business administration students and managers to business information available in books, periodicals, and other library sources, and to teach library search strategies for the acquisition of needed information with a minimum expenditure of time. The module consists of six parts. The first three begin with specific objectives and end with exercises on locating books on business topics using (1) the card catalog, (2) indexes and abstracts, and (3) general business reference works. Exercises at the end of part three are intended to illustrate the types of questions such sources can answer and affords practice with these sources. Part four introduces specialized sources in the functional areas of business: finance, human resources, production, marketing, accounting, and law. The final instructional unit pulls together material from the previous chapters and demonstrates search strategies with three outlined examples: company information, industry/product/market information, and general business topic. Answers to exercises are provided in part six. A study guide is provided in the introduction. (RAA)

ED 216 697 IR 010 221

Parker, Denise K.

Perceptions of Puppet Use by Public Library Administrators.

Pub Date-Dec 81
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, *Library Administration, Library Surveys, *Public Libraries, *Puppetry, Questionnaires, Tables (Data), *Use Studies

This study was concerned with the relationship between the perceptions public library administrators have of the possible influences of puppet use in libraries and the degree to which puppets are used in their libraries. Sixty-nine of the 80 questionnaires returned by public libraries in U.S. cities of 100,000 to 250,000 population were considered valid and used to determine these attitudes and their relationship to puppet usage. The results show that usage was most often associated with children in areas of story-telling, workshops, reading encouragement, and professional shows; that less usage was exhibited in areas of soliciting donations and discipline; and that attracting patrons was believed to be the primary motivational objective for puppet use. The study demonstrated that librarians are, in general, familiar with the variety of uses of puppets, that they tend to follow traditional patterns of use, and that the more frequent the use, the more highly developed the belief in their influence. With respect to the latter, the study was unable to establish conclusive evidence for its thesis linking administrator attitudes to actual usage. Appendices include the study questionnaire, a list of participating libraries, and the cover letter. Over thirty references are provided. (Author/RAA)

ED 216 698 IR 010 238

Turner, Philip M. Simpson, William
Factors Affecting Instructional Television Utilization in Alabama.
Pub Date-30 Mar 82
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demography, *Educational Television, Elementary Secondary Education, *Influences, Literature Reviews, Multiple Regression Analysis, School Surveys, *Use Studies, Videotape Recorders
Identifiers-*Alabama

A study was conducted of the factors affecting the utilization of educational television in elementary and secondary schools in the 127 school districts in the state of Alabama. Based upon the results of previous studies, five variables were investigated: (1) percentage of K-12 students in the total student population, (2) ratio of students to videotape recorders, (3) ratio of students to television receivers, (4) ratio of students to color television receivers, and (5) student population within individual districts. A questionnaire was used to gather information pertaining to the five variables, as well as to the percentage of students utilizing instructional television. The effects of each of the variables studied were measured by means of stepwise multiple regression. Scheduling was found to be the most important variable affecting the use of educational television in instruction. Further study using a wider range of variables, specifically curricula variables, was recommended. A review of the literature on the use of educational television in instruction, a 14-item bibliography, and two tables accompany the report. (Author/JL)

Palmer, Joseph W.

The Present Status and Likely Future of Public Library Film Service.

Pub Date-81
Note-44p.
Available from-New York Library Association, 15 Park Row, Suite 434, New York, NY 10038 ($5.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrators, *Film Libraries, *Films, Financial Support, *Library Collections, Library Cooperation, Library Services, Library Surveys, *Public Libraries, Use Studies, Videotape Cassettes, Videotape Recordings
Identifiers-New York, Users

In order to collect information that would aid administrators of public library film collections with self-assessment and planning, a questionnaire was sent to administrators of 63 public library film collections, including each of the 23 collections in New York State. Replies were received from representatives of 38 collections; of these 18 were in New York State. Data were tallied and analyzed to determine current trends with respect to film collections in the following areas: collection and circulation growth, financial support, usage patterns (types of users and types of use), the development of cooperative and centralized collections, the impact of video technology, and the short- and long-term prospects for film libraries. Responses indicated that film is a much-used resource that serves a large and diverse audience. A majority of respondents also indicated that demand for and circulation of film collections is increasing. Heaviest users of film collections were found to be service organizations or agencies such as day care centers, hospitals, and adult clubs. Many responding libraries had suffered budget cutbacks which affected film services. In the opinion of most respondents, the long-term future of public library film collections depends on the development and standardization of video technology. Data are presented in seven tables. (Author/JL)

ED 216 700 IR 010 240

Levelt, Peter

What Children Could Learn from TV.

Pub Date-May 81

Note-12p.; A Summary Based on a Series of Investigations by Dr. G. A. Kohnstamm.

Available from-Staats Uitgeverij, The Hague (f135, per copy).

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention Span, *Childhood Attitudes, Children, Comprehension, *Educational Television, Foreign Countries, Knowledge Level, Perception, Political Socialization, *Programing (Broadcast), Research Problems, Social Behavior, *Television Viewing, Visual Literacy

Identifiers-Netherlands, Reality

Part of a series of investigations undertaken at the University of Leiden by Dr. G. A. Kohnstamm to investigate how children process information from audiovisual media, particularly television, this literature review maps out the educational possibilities of television for children up to the age of 12. Research findings reviewed are concerned with: (1) television literacy as reflected in attention during television viewing, perception of reality, the understanding of stories, the importance of fixed program formats, and the concept of television time; (2) the impact of television on children's attitudes; (3) the impact of television on prosocial behavior; (4) the impact of television on political knowledge and knowledge of school subject matter; and (5) the impact of television in relation to the characteristics of children, the television program, and the viewing situation. Research proposals for 12 topics relating to children and television are outlined. (Author/JL)

Development Communication Report. No. 37, March 1982.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Pub Date-Mar 82
Note-18p.
Journal Cit-Development Communication Report; n37 Mar 1982
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communications, *Developing Nations, *Educational Development, *Educational Radio, Elementary Secondary Education, Farmers, Higher Education, Information Needs, *International Programs, Language Arts, Multimedia Instruction, *Public Agencies, Telecommunications
Identifiers-Egypt, ERIC, Indonesia, Kenya

This issue of the newsletter of the U.S. Agency for International Development (AID) Clearinghouse on Development Communication contains: a report from the Acapulco conference of the new International Program for the Development of Communication; an article on the roles of radio and print in national health campaigns in developing countries; a description of Kenya's language arts pilot program, which uses radio to teach primary school children mastery of English as a second language; an essay on the information community and farmers' information needs in developing countries; a descriptive report entitled Educational Communication Development in Indonesia: A Multimedia Approach''; a column on communication training in Latin America; a set of reviews of recent books on communication and educational development; a set of descriptions of recent materials received by the Educational Resources Information Center (ERIC) pertaining to educational broadcast programs and the production and use of instructional materials; a description of the Development Communication Support Project in Egypt; a description of the new publication, International Dateline, a resource for broadcasters in the developing world; and excerpts from a Commonwealth Committee report on communication and the media. (JL)

ED 216 702　　　IR 010 245

Woodsworth, Anne

Diverse and Disparate Options. A Range of Future Choices for York's Library Services.

York Univ., Downsview (Ontario).

Pub Date-Jun 81

Note-40p.; Office of the Director of Libraries, Working Paper Series. For related document, see IR 010 246.

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, Foreign Countries, Higher Education, Institutional Administration, *Library Administration, Library Automation, *Library Planning, *Long Range Planning, *Minicomputers

Identifiers-*Canada, *Library Computer Systems

As a part of the York University's academic planning process, the library staff prepared a list of possible alternatives for 26 library functions to be used as a basis for the development of a three to five year planning guide. Compiled over a period of two months, these represent a range from pie-in-the-sky to bare-boned or eliminated operations. Included are options for audiovisual services, automated systems, cataloging, circulation services, various aspects of collections, equipment and furnishings, hours of service, cooperation and loans, library management, online searching, acquisitions, reprography, physical facilities, public relations, reference services, and the reserve collection. A five-year plan for development of a minicomputer-based library system is appended. (Author/RAA)

ED 216 703   IR 010 246

Woodsworth, Anne

The Next Five Years for York University Libraries.

York Univ., Downsview (Ontario).

Pub Date-Oct 81

Note-29p.; Office of the Director of Libraries, Working Paper Series. For related document, see IR 010 245.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, Foreign Countries, Higher Education, Institutional Administration, Library Acquisition, *Library Administration, *Library Planning, *Library Services, *Long Range Planning, Objectives

Identifiers-*Canada

Following a brief history of York University libraries, this document outlines current objectives of library operations, the problems faced in establishing future priorities, and the objectives for implementation or investigation for the next three to five years. The current mission and operating objectives in the functional areas of collecting, organizing, storing, and retrieving and disseminating are presented. The major and most pressing problems of the libraries are identified, and a statement of interim library goals that was developed to address these problems is discussed. Long range planning goals have been established for a three to five year period, and currently place primary importance on collection development. The impact of such external factors as changing copyright law, a national centralized periodicals system, financial constraints, electronic communications networks, and proliferation of publications is explored. Six appendices present statistical information about personnel, collections, book and serials holdings, expenditures, acquisitions, and Telex functions. (Author/RAA)

ED 216 704 IR 010 247

Cohen, Vicki L. Blum

Evaluating Instructional Software for the Microcomputer.

Pub Date-Mar 82

Note-96p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Assisted Instruction, *Computer Programs, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Instructional Design, *Instructional Materials, *Microcomputers, Reliability

In order to develop a systematic procedure for the evaluation and revision of educational software for microcomputers, a study was undertaken by the Educational Products Information Exchange (EPIE) Institute and the Microcomputer Resource Center at Columbia University to define the criteria that are needed to evaluate instructional microcomputer programs. A set of commercially-produced educational programs for microcomputers selected for analysis. The software evaluation instrument developed and revised during the course of the project was adapted from the EPIE instructional materials analysis instrument. After the instrument was developed, eight analysts evaluated the instructional programs and an analytical procedure evolved which provides descriptive/prescriptive information about instructional software. A reliability study conducted during the project indicated that the accuracy of the analysts' evaluations ranged from 76 percent on the first evaluation to 96 percent on the final evaluation. Significant findings show that most commercial courseware programs on the market stress a drill and practice approach to the study of arithmetic and are oriented toward the elementary school level. It was concluded that most programs did not utilize instructional strategies which facilitate conceptual learning. One figure, five tables, a reference list, a glossary, and the evaluation instrument accompany the text. A copy of the evaluation instrument is appended. (Author/JL)

ED 216 705 JC 800 060

O'Connor, Kevin

Solar Energy Task Force Report: Technical Training Guidelines.

Solar Energy Research Inst., Golden, Colo.

Spons Agency-Department of Energy, Washington, D.C.

Report No.-SERI-SP-42-345

Pub Date-Oct 79

Contract-EG-77-C-01-4042

Note-46p.; For a related document, see ED 168 631.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, Costs, *Curriculum Development, Electricians, Equipment, Equipment Maintenance, Heating, Laboratory Equipment, *Occupational Information, Sales Occupations, Secondary Education, *Solar Radiation, Teacher Education, Two Year Colleges, *Vocational Education

This task force report offers guidelines and information for the development of vocational education programs oriented to the commercial application of solar energy in water and space heating. After Section I introduces the Solar Energy Task Force and its activities, Section II outlines the task force's objectives and raises several issues and cautions that directly impinge on the decision to offer solar courses, such as the limited market for solar technicians and the need to incorporate solar training into existing programs. Next, Section III enumerates the tasks and skills associated with six occupations related to solar installations: (1) sales person; (2) solar system designer; (3) system installer; (4) electrician for the installation of solar controls; (5) supervisor of the construction and installation of solar systems; and (6) service and maintenance technician. Section IV cites sources for information on currently available solar curricula, programs, and courses; describes two instructor training programs; and provides references for classroom source materials. Section V estimates equipment costs for five community colleges and describes the innovative equipment used at Clark County Community College (CCCC). A bibliography is presented in Section VI. Appendices list the task force members, identify prominent tasks for solar technicians and mechanics, offer two course schedules, provide equipment lists for CCCC and three other colleges, and contain a textbook list. (JP)

ED 216 706 JC 800 443

Smith, Kenneth M. And Others
Planning for College Success.
Des Moines Area Community Coll., Ankeny, Iowa.
Pub Date-Sep 79
Note-374p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Career Guidance, *Career Planning, College Bound Students, Community Colleges, Employment Opportunities, Employment Qualifications, *Occupational Information, *Prevocational Education, *Self Evaluation (Individuals), Two Year Colleges, *Vocational Education, Workshops

Planning for College Success (PCS) is a six-hour workshop which is required for all applicants to Des Moines Area Community College's (DMACC's) career education programs. The Career Life Planning counselors who conduct the workshop help participants: (1) assess their basic academic strengths and weaknesses through self-scored diagnostic tests; (2) examine their basic values and relate them to their career choice; (3) identify non-academic barriers to success in the field they have chosen; (4) learn to plan; and (5) develop plans to overcome any academic, career planning, or personal barriers to success at DMACC. Three locally developed documents assist the participants and facilitators in achieving these objectives. The first is the PCS Manual, a two-part booklet which contains the workshop schedule and lists activities. The second is a series of Program Information Briefs (PIBs), which are one-sheet descriptions of the occupational areas which relate to particular programs of study at DMACC. Each PIB lists job qualifications, job responsibilities, factors to consider, salary ranges and benefits information, employment and advancement opportunities, educational needs, and information on the DMACC program relevant to the field. The third resource is a Self-Report Questionnaire, which helps students develop a written plan for meeting their career goals. The PCS Manual, over 200 PIBs, and the Self-Report Questionnaire are provided. (AYC)

ED 216 707 JC 810 433

Manikas, William T.

Party Identification and the Southern Influence.

Pub Date-Mar 81
Note-18p.; Paper presented at the Annual National Science Foundation Chautauqua-Type Short-Course Program (March 19-20, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Attainment, Employment Level, *Political Affiliation, *Political Influences, Political Socialization, *Regional Characteristics, Rural Urban Differences, Social Class, Socioeconomic Status, Student Research
Identifiers-Democratic Party, Republican Party, *United States (South)

Studies conducted since the early 1950s have identified manual workers, low income groups, those with less education, and residents of urban areas as likely to be Democratic Party voters and those from higher income groups, the better educated, those with white-collar or professional jobs, and rural residents to be more likely to vote Republican. As a student project in a Gaston College political science class, a study was conducted in late 1980 to determine whether political party identification was changing in a three-county area in southern North Carolina due to changes in the educational level, income level, and occupational improvements of residents. Interviews conducted with 124 residents showed that party identification had not altered due to changes in socio-economic status. Most of the college graduates, those respondents with some college education, and upper- and middle-class respondents identified with the Democratic Party, while most of the Republican respondents came from the middle and lower classes and had a lower level of education. Most Democrats were in professional or white-collar occupations, while most Republicans were in blue-collar occupations. Finally, the study failed to support the assumption that rural residents identified with the Republican Party, and urban residents identified with the Democratic Party. (HB)

Mitchell, Regene L.

A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment.

Pub Date-29 Jul 80
Note-17p.; Graduate seminar paper, Pepperdine University.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Change Strategies, College Environment, Community Colleges, *Faculty College Relationship, Job Satisfaction, Leadership Styles, School Surveys, *Stress Variables, *Teacher Administrator Relationship, Two Year Colleges, *Work Environment

This paper provides a conceptual framework for identifying high-stress, negative community college work environments and offers suggestions for managers who are willing to make the changes necessary to turn a stress-laden environment into a positive, more productive one. The paper begins with a discussion of workplace stress and the conditions, such as negativism, achievement orientation, tension, leadership styles, and morale, which are related to stress. The paper then describes a survey of randomly selected employees from two community colleges which sought to determine levels of stress in the colleges and relate these levels to the management styles in use at the schools. Next, several models and techniques are described as means of initiating environmental changes. These include the Carkhuff Model, which uses leader/individual dialogues focusing on empathizing, self-exploration, understanding, commitment, and action; the T Group Approach, which helps individuals learn from their behavior and group interactions while working to create a productive and viable organization; and the TORI (Trust, Openness, Realization, and Interdependence) model of styled leadership. Finally, an eight-part model for identifying and reducing stress is outlined, which involves a stress survey, faculty/administrator dialogue, a concern box, allotment of time for individual appointments, periodic retreats, staff development, extra-curricular activities, and ongoing stress management. (HB)

ED 216 709 JC 810 498

Weinstein, Carole August, Bonne
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
New York City Technical Coll., Brooklyn.
Spons Agency-New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
Pub Date-Jun 81
Note-83p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, *Behavioral Objectives, Bibliographies, Classroom Environment, Course Objectives, Lesson Plans, Teacher Developed Materials, Two Year Colleges, *Writing Instruction, Writing Processes, *Writing Skills

This writing skills curriculum provides Adult Basic Education (ABE) teachers with a perspective on intended writing goals for their ABE students, delineates specific writing objectives, and presents a framework within which writing activities can effectively take place. Introductory material provides a guide to the use of the curriculum and suggests the following steps: take a student writing sample, list desired outcomes, determine priorities and sequences for activities, construct a teaching plan, and prepare materials. Next, an overview of the goals of writing instruction for adult students is presented, which includes criteria for writing evaluation and considerations for teaching. Part I then lists the basic generic skills students need to write effectively and enumerates specific learning outcomes for students at three skill levels. This section also charts the application of generic and particular skills with respect to various teaching situations, and provides advice for the development of a teaching plan. Part II focuses on instruction planning, including information on (1) the preparation of the appropriate learning environment; (2) the composing process, which involves pre-writing, writing, and revising; and (3) ways of developing tools and resources for teachers and students, with focus on the mechanics of writing, vocabulary development, and evaluation. It also lists appropriate resources. Appendices include a sample teaching plan, a glossary, and various illustrative materials. (HB)

ED 216 710 JC 810 520

Broadbent, William A.

Third Annual Employer Satisfaction Survey.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Pub Date- 81

Note-76p.; Originally published as Appendix A of State Annual Accountability Report for Vocational Education, 1981''.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Education Work Relationship, *Employer Attitudes, *Job Performance, Labor Force Development, Outcomes of Education, Personnel Evaluation, *Program Evaluation, Questionnaires, Secondary Education, State Surveys, Two Year Colleges, *Vocational Education, Vocational Followup

Identifiers-*Hawaii

A study was conducted in 1980 to ascertain employer attitudes toward and satisfaction with the performance of graduates of vocational education programs in Hawaii. Interviews with 41 employers, who employed an average of 132 workers, sought general perceptions of the knowledge, quality of work, written and oral skills, dependability, adaptability, motivation, and responsibility of graduates of high school and community college vocational training programs. They were also asked to compare these graduates with employees who had no vocational training. The study revealed that 87.9% of the respondents considered graduates of training programs to be better prepared than individuals without such training. Graduates of high school vocational programs were rated as average or just above average on 9 of the 11 performance scales, while graduates of community college programs were rated between average and good on the 11 scales. Over 56% of the vocational education graduates who had concluded their training at the secondary level had business skills training, and 31.8% of the community college vocational graduates were trained in business and 19.5% in food service. The study report includes comments volunteered by respondents with respect to vocationally trained employees. Appendices provide the interview schedule and results of a separate survey of 28 employers of Manpower Training Program graduates, which focused on the same questions. (HB)

ED 216 711 JC 810 680

Faculty Evaluation System: Counseling Faculty.
Saint Louis Community Coll., Mo.
Pub Date-Aug 81
Note-66p.; For related documents, see JC 810 681-682.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty, Community Colleges, *Counseling Effectiveness, *Counselor Evaluation, *Counselor Role, Counselors, *Educational Counseling, *Evaluation Criteria, *Evaluation Methods, Professional Development, Self Evaluation (Individuals), Two Year Colleges

This manual provides a series of forms and instruments and outlines the procedures used by St. Louis Community College in its annual evaluation of counseling faculty performance. First, general information is provided in lists of the performance indicators and other criteria upon which the assessment of teachers, counselors, and instructional resources staff are based. Next, a number of indicators of professional development are listed; levels of satisfactory and unsatisfactory achievement are defined; and notes are provided on the review process and schedule for the implementation of the annual faculty evaluation. After procedures for completing the annual faculty evaluation summary are explained, forms are provided and the process is outlined for the evaluation of counselor effectiveness in individual and group sessions; a self-documentation of effectiveness; a counseling visitation report and summary assessment; faculty choice indicators reflecting plans for professional development during the next year; level of performance in relation to other required criteria, such as attendance at meetings and membership in professional associations; and the evaluation of the counseling faculty member by the Director of Counseling. (HB)

ED 216 712 JC 810 681

Faculty Evaluation System: Teaching Faculty.
Saint Louis Community Coll., Mo.
Pub Date-Aug 81
Note-61p.; For related documents, see JC 810 680-682.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Faculty, *College Instruction, Community Colleges, *Evaluation Criteria, *Evaluation Methods, Professional Development, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Teacher Evaluation, *Teacher Responsibility, Two Year Colleges

This manual provides a series of forms and instruments and outlines the procedures used by St. Louis Community College in its annual

evaluation of instructional faculty performance. First, general information is provided in lists of the performance indicators and other criteria upon which the assessments of teachers, counselors, and instructional resources staff are based. Next, a number of indicators of professional development are listed; levels of satisfactory and unsatisfactory achievement are defined; and notes are provided on the review process and schedule for the implementation of the annual faculty evaluation. After procedures for completing the annual faculty evaluation summary are explained, forms are provided and the process is outlined for the evaluation of teaching faculty effectiveness through student evaluations (which are summarized for each class and for all class sections); a self-documentation of effectiveness; a classroom visitation report and summary assessment; faculty choice indicators reflecting plans for professional development during the next year; level of performance in relation to other required criteria, such as attendance at meetings and membership in professional associations; and the evaluation of the instructional faculty member by the Division Dean. (HB)

ED 216 713 JC 810 682

Faculty Evaluation System: Instructional Resources Faculty.
Saint Louis Community Coll., Mo.
Pub Date-Aug 81
Note-63p.; For related documents, see JC 810 680-681.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty, *Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Librarians, Library Instruction, Library Services, Professional Development, Self Evaluation (Individuals)
Identifiers-*Librarian Evaluation

This manual provides a series of forms and instruments and outlines the procedures used by St. Louis Community College in its annual evaluation of the performance of instructional resources faculty. First, general information is provided in lists of the performance indicators and other criteria upon which the assessments of teachers, counselors, and instructional resources staff are based. Next, a number of indicators of professional development are listed; levels of satisfactory and unsatisfactory achievement are defined; and notes are provided on the review process and schedule for the implementation of the annual faculty evaluation. After procedures for completing the annual faculty evaluation summary are explained, forms are provided and the process is outlined for the evaluation of instructional resources faculty effectiveness through an instructional resources visitation report; a self-documentation of effectiveness; a classroom visitation report and summary assessment; faculty choice indicators reflecting plans for professional development during the next year; level of performance in relation to other required criteria, such as attendance at meetings and membership in professional associations; and the evaluation of the faculty member by the Division Dean. (HB)

Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised.

Rio Salado Community Coll., Ariz.
Pub Date-81
Note-26p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ancillary School Services, Community Colleges, Educational Technology, Guidelines, *Hotlines (Public), *Information Services, *Nontraditional Education, *Peer Counseling, Two Year Colleges, Two Year College Students

Rio Salado Community College offers a variety of alternative delivery courses utilizing different forms of instructional technology (e.g., broadcast and cable television, radio, audio and video cassettes, and computer-managed instruction) for both credit and non-credit instruction. This manual provides information for student operators of a hotline created to facilitate communication between students taking alternative delivery courses and college personnel. After introductory material the manual provides explanations of the use of log cards on which relevant information from student calls is recorded; the operation of student and instructor message files; the use of the telephone-answering service which records student calls when the hotline office is closed; and the procedure for the disposition of hotline log cards. Next, instructions are provided for dealing with student problems involving assignments, address changes, on-site and mail-in examinations, grade changes, book information, broadcast difficulties, complaints, instructor messages, and student withdrawals. The manual concludes with a number of sample questions and problems received by the student hotline and refers the reader to the appropriate page of the manual for aid in resolving them. (HB)

Wilson, George W. Oerke, Gary W.
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.
Pub Date-81
Note-18p.; Originally published as an insert in the Community Services Catalyst; Volume 11 Number 4 Fall 1981.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Community Colleges, Community Education, Curriculum Development, Learning Modules, *Middle Aged Adults, Program Descriptions, *Program Development, *Retirement, School Business Relationship, Two Year Colleges
Identifiers-*Edison State Community College OH, *Preretirement Education

Intended to assist continuing education professionals in the planning and implementation of local preretirement training programs, this paper provides information on Edison State Community College's program, developed for use by industrial, commercial, and public agency employees and the general public. First, an overview is presented of the project's development, which involved a needs assessment telephone survey of 48 firms, the negotiation of grant support, and the establishment of an action calendar. Next, the development of the preretirement curriculum is discussed and the specific objectives for the curriculum modules are enumerated, including the stimulation of favorable attitudes and expectations abcut retirement and the provision of information and assistance to participants. The paper then discusses the formation and activities of an advisory committee, which identified 19 possible areas for retirement planning education. Next, the paper outlines the five modules of the curriculum: Facing Retirement, Money Matters, Personal Changes, Home and Health, and The Years Ahead. Following an exploration of the program's content and the presentation of advice for its replication, the paper delineates significant program components, such as community involvement and the development of a well-prepared cadre of trainers. Next, plans and requests for further preretirement programs are discussed. A summary and additional recommendations conclude the paper. (HB)

ED 216 716 JC 820 084

McCombs, Carol

Evaluation and Professional Development for the Instructional Supervisor.

Tri-County Technical Coll., Pendleton, S.C.

Pub Date- 80

Note-80p.; Prepared in the Eastern Regional ACCTion Center.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Colleges, Deans, *Department Heads, *Evaluation Criteria, Evaluation Methods, *Faculty Evaluation, *Professional Development, *Self Evaluation (Individuals), Two Year Colleges

This manual provides forms and instruments to facilitate the evaluation and professional development planning of community college instructional supervisors (e.g., department chairs and program coordinators). The first section provides a self-evaluation checklist designed to assess the instructional supervisor's satisfaction with his/her competency and level of performance, time spent on activities, and the importance of activities with respect to the following areas: leadership in instruction, participation in college governance, establishing communications, model professional traits, personnel management, departmental finance and management, curriculum development and coordination, program evaluation, academic advising, participation in community service, assistance in planning facilities, student recruitment, and job placement. For each of these areas, a subset of responsibilities is delineated to aid the self-evaluation process. Next, a guide for the development of a professional growth action plan is presented. Then an instrument for the evaluation of the instructional supervisor by the dean or division head is provided, which covers the same areas and activities as the self-evaluation instrument, and an action plan is presented for completion by the dean or division head to improve supervisor performance. Finally, action plans for developing competency, enhancing performance, and improving time management are offered for the instructional supervisor. (HB)

ED 216 717 JC 820 163

Wharton, Clifton R., Jr.

General Education: Stopping the Pendulum But Can We Get Off?

Pub Date-15 Apr 82

Note-28p.; Keynote address at the Annual Conference of the Community College General Education Association (Poughkeepsie, NY, April 15, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Core Curriculum, *Curriculum Development, *Educational Needs, *Educational Trends, *General Education, Postsecondary Education, *Relevance (Education), Two Year Colleges

During the past few years, a great deal of thought and writing has focused on general education. While there is overall agreement that general education is central to higher learning and in need of rejuvenation and greater institutional commitment, there have been debates as to whether there is a rough equivalence between general education and basic skills and whether the content of general education constitutes a timeless part of higher education. This widespread concern with general education appears in contrast to two other trends in higher education, i.e., the surge in demand for career programs and the rise of educational consumerism. Both of these latter trends have flourished under the banner of ''relevance.'' However, ''relevance,'' like general education, is a concept that changes drastically with the times. In order to achieve a wider consensus on a stabilized role for general education, two questions should be considered. First, what overall philosophy should two-year institutions adopt toward general education, and second, what should the components of general education be in the future? To permit students to participate in a knowledge-centered society, general education should stress symbolic competencies, which encompass the use of written, oral, and mathematical signs; epistemological competence, which orients students to the structures of knowledge in their society; and cultural competence, which enriches the relationship of the individual to his/her milieu. (WL)

ED 216 718 JC 820 167

Santa Rita, Emilio

Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.

Bronx Community Coll., N.Y.
Pub Date-Dec 80
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Community Colleges, Family Characteristics, Grade Point Average, *High Achievement, *Locus of Control, *Low Achievement, Social Background, *Student Characteristics, Student Motivation, Two Year Colleges, *Two Year College Students

A study was undertaken at Bronx Community College (BCC) to: (1) examine the relationship between feelings of powerlessness and academic success at the college level; and (2) assess the relationship between powerlessness and background variables such as students' race, sex, age, socio-economic status, and family characteristics. A biographical data questionnaire and Rotter's Internal-External Control Scale (which measures the extent to which individuals believe their lives to be under their own control) were administered to two groups of students in BCC's College Discovery program. These groups were composed of high achievers with grade point averages (GPA's) between 2.99 and 3.99 (N 44) and low achievers with GPA's between 0.00 and 1.99 (N 41). Scores on the Rotter scale were then correlated with students' GPA and background characteristics. The study revealed no statistically significant difference in the locus of control of high achievement and low achievement students. It also revealed that of the background variables, mother's employment status was the most statistically significant predictor of internal control orientation, followed by mother's educational level and occupational status. The study report includes a review of the literature on locus of control and discussions of the implications of study findings for program policy and structure and counseling. (HB)

ED 216 719 JC 820 168

Santa Rita, Emilio
Can ESL Bronx Community Coll., N.Y.
Pub Date-24 Jun 81
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Academic Persistence, Community Colleges, Educational Counseling, *English (Second Language), Grade Point Average, *Hispanic Americans, Majors (Students), Remedial Instruction, Student Personnel Services, Two Year Colleges, *Two Year College Students

A study was conducted at Bronx Community College (BCC) to compare the academic performance and retention rates of regularly enrolled students with that of Hispanic students involved in the College Discovery (CD) program, which offers academic, career, and personal counseling. The performance of 41 CD students who were enrolled in English as a Second Language (ESL) 01 in fall 1979 and 1980 was compared with that of 30 men and 30 women randomly selected from students not involved in the CD program during the two terms. Data from student transcripts were used to determine if ESL 01 students could compete academically and socially with the regularly enrolled students. The study revealed that: (1) regular students did not earn higher grade point averages (GPA's) than ESL 01 students for the first two semesters of their freshman year; (2) ESL 01 students earned higher GPA's in special course work than in regular course work during the first two semesters; (3) regularly admitted students earned significantly more satisfactory'' grades than ESL 01 students; (4) regularly admitted students had a slightly higher persistence rate than ESL 01 students; (5) the persistence rate of women, both regular and ESL 01, was significantly higher than that for men; and (6) ESL 01 students tended to select secretarial and technological courses, while regularly admitted students more often opted for business courses. (HB)

ED 216 720 JC 820 175

Stein, June B.

Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.

Minneapolis Community Coll., Minn.
Pub Date-Jan 82
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Community Colleges, *Curriculum Design, Enrollment Trends, *Remedial Instruction, *Sequential Approach, Two Year Colleges, *Two Year College Students, Withdrawal (Education), *Writing Instruction

In fall 1980, the English division at Minneapolis Community College implemented a new approach to teaching Fundamentals of Written English. In recognition that students come to college with a wide range of preparation and skills, the Fundamentals course (formerly English 95) was divided into a two-course sequence. On the basis of student placement tests and classroom work, students were recommended to take either English 94, which emphasized basic writing skills, or English 99, which concentrated on enabling students to generate and organize ideas into unified, coherent paragraphs. In fall 1981, a study was conducted to investigate how the English 94/99 sequence compared to English 95 in terms of course completion rates and students' success in College Composition (English 101 and 102). The study revealed that: (1) a larger proportion of students completed English 95 than English 94/99 (59.7% vs. 56.1%); (2) more students registered for a college-level English course after completing English 95 than after completing English 94/99 (57% vs. 56.1%); (3) a larger proportion of students taking English 95 were successful in English 101 and/or 102 than those taking English 94/99; (5) 29% of those who took English 94 registered for English 99; and (6) in all cases students who completed a Fundamentals course were more likely to succeed in college-level English courses than those who did not complete one of the courses. Course descriptions are appended. (HB)

ED 216 721 JC 820 180

Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement.

Los Angeles Community Coll. District, Calif. Educational Services Div.
Pub Date-28 Apr 82
Note-191p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Aviation Technology, *College Planning, Community Colleges, Computer Science Education, *Curriculum Development, Curriculum Research, Electronics, *Financial Support, Multicampus Districts, Pretechnology Programs, Program Descriptions, *Program Development, Surveys, *Technical Education, Technical Institutes, Two Year Colleges
Identifiers-*Los Angeles Community Colleges CA

This report provides the results of a task force examination of the status of high technology programs on the nine campuses of the Los Angeles Community College District (LACCD) and exploration of alternative funding possibilities. After an introductory section, placing the report in the context of a larger study of options for strengthening occupational/technical education in the LACCD, Part II provides the results of faculty and student surveys concerning existing LACCD programs in computer science, electronics, and avionics. Part III examines similar programs at other postsecondary institutions in the LACCD area with respect to needs, instructional techniques, curricula, and program success. Part IV considers federal, state, district, and private funding sources for technical education programs. Part V considers the advantages and disadvantages of five options for expanding technical education in the District: expanding programs at each college in the District; expanding selected programs at specific colleges based on need, industry demand, or job opportunities; creating a master plan that designates specialization in various technical areas at specific colleges; establishing a technical institute as an off-campus educational center under the auspices of one or more colleges; and establishing an autonomous technical institute. Recommendations for strengthening existing programs are offered in Part VI, while appendices profile existing programs and offer survey results and instruments. (KL)

ED 216 722 JC 820 191

Kelly, J. Terrence Anandam, Kamala
Computer Enhanced Academic Alert and Advisement System.
Pub Date-Nov 79
Note-39p.; Paper presented at the 1979 CAUSE National Conference (Orlando, FL, November 27-30, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Academic Advising, Academic Standards, Community Colleges, *Computer Oriented Programs, *Feedback, Program Descriptions, Program Design, Program Development, *Student Evaluation, Two Year Colleges
Identifiers-*Miami Dade Community College FL, *Response System with Variable Prescriptions

This paper describes Miami-Dade Community College's (MDCC's) Academic Alert and Advisement System (AAAS), which uses a powerful and sophisticated computer system called Response System with Variable Prescriptions (RSVP) to provide students with information about their progress in a course midway through the term. The paper begins by outlining the educational problems facing community colleges and the curricular and policy changes undergone by MDCC in response to these challenges. Next, it explains the RSVP system and its place in the three-level design of AAAS. The paper notes that at the first level, sources of student data for the system were delineated; at the second, the relevant student attribute and course information from the database were identified; and at the third, the selected pieces of information were combined to form meaningful groups of students for variable computer-generated feedback statements. Charts are provided to illustrate the formation of the student groups to receive specific types of progress reports, advisement for future registration, reports on previous term status, and statements of progress in the current term. After describing the developmental phases of AAAS and its implementation, the paper offers information on AAAS's favorable reception by faculty and students and other outcome data. Appendices provide MDCC's Standards of Academic Progress and summary reports from the faculty and student evaluations. (HB)

ED 216 723 JC 820 194

Richardson, Richard C., Jr.

The Community College in the Eighties: Time for Reformation.

Pub Date-5 Apr 82

Note-10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Principles, *Administrative Problems, College Planning, *College Role, *Community Colleges, Faculty College Relationship, *Organizational Objectives, School Responsibility, Two Year Colleges

During the past two decades, community colleges have vigorously pursued the expansion of mission and clientele. However, resulting increases in student numbers, services, and facilities have not been matched by additional local, state, and federal revenues. This tension between continuing expansion and available resources, along with increased public concern for academic standards, high rates of attrition, and limited transfer rates have caused many administrators to search for more efficient ways of accomplishing current activities and to rely upon technological solutions. Instead, they should evaluate the relevance of their activities to a changing external environment and alter practices where necessary to preserve institutional integrity. In the next decade, educational leaders will need to address three key issues: (1) an increasing incompatibility and tension between adult education and community service missions and transfer and occupational education missions; (2) problems of defining, measuring, and maintaining educational quality given fixed or declining resources; and (3) an increasing faculty unwillingness to commit themselves to administratively defined priorities when their chances of success as teachers are declining. These issues center on institutional integrity and quality rather than institutional diversity and quantity, and require the establishment of and commitment to community-based priorities. (HB)

ED 216 724 JC 820 195

LeCroy, Jan Shaw, Ruth

Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.

Pub Date-Apr 82

Note-15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Problems, *Administrator Role, *College Planning, *Community Colleges, Financial Problems, Futures (of Society), *Leadership Responsibility, Long Range Planning, Teacher Administrator Relationship, Two Year Colleges

Identifiers-*Dallas County Community Colleges TX

Similar problems and challenges face community colleges and their leaders throughout the United States. Even in areas of high growth and relatively low unemployment, such as Dallas, which has witnessed a rapid growth in community college education, colleges must deal with issues such as their appropriate role and mission, the type of educational services they should provide, and the nature of the clientele to be served. In light of existing and impending financial constraints and shifts in sources of educational finance, the question of the leadership skills and qualities necessary to guide community colleges through the coming decades has become sharply posed. Though leadership alone cannot avoid the crises, it can help to keep problems manageable and controllable. Among the most important leadership skills are: (1) the ability to plan strategically for long-term benefits and goals; (2) the ability to evaluate programs and personnel; (3) the art of collaborative decision making; (4) increased knowledge by administrators of the operations of their institutions; and (5) the ability to build long-term interest in the educational enterprise. Certain other qualities and abilities, such as humor, clear and open communications, mutual trust, and the ability to allow others to grow, will also play a role in establishing a clear sense of purpose and direction in a period of declining resources. (HB)

Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 California State Postsecondary Education Commission, Sacramento.

Report No.-CPEC-82-15; CPEC-82-21
Pub Date-Apr 82
Note-80p.
Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education, *College Role, Community Colleges, *Educational Policy, Educational Quality, Postsecondary Education, State Colleges, *Statewide Planning, *Student Costs, *Student Financial Aid, *Tuition
Identifiers-*California

In response to legislative mandate, this report assesses the impact of student charges on access to public postsecondary education and provides policy recommendations. Part I of the report summarizes the state's goals for postsecondary education, reviews past policies for achieving these goals, and outlines future options in a time of financial constraint. Part II presents six recommendations and the principles upon which they are based for maintaining access, high quality, and equitable student charges through explicitly defined state policies and shared individual and public support for postsecondary education. Part III offers four recommendations in response to the legislature's concerns about the distribution of financial aid to students, the use of revenues from student charges, and the impact of student charges on the roles and missions of the segments of the postsecondary system within the state's master plan. Part IV provides a brief conclusion pointing out the strengths and limitations of the recommendations. Appendices include a list of discussion papers provided by the California Postsecondary Education Commission's advisory committee, resource documents, and data on appropriations and enrollments in California postsecondary education for 1979-80 to 1981-82. Responses to the report by members of the Commission's advisory committee are included as requested by the California legislature. (Author/HB)

Cooke, Virginia And Others
Report of the Task Force on the Academic Program.
Fraser Valley Coll., Chilliwack (British Columbia).
Pub Date-May 81
Note-91p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Faculty, College Planning, Community Colleges, *Curriculum Development, Faculty Workload, Financial Support, Instructional Improvement, Literature Reviews, Needs Assessment, *Program Development, *Teacher Role, *Transfer Programs, Two Year Colleges

In November 1980, a task force was formed at Fraser Valley College (FVC) to determine the future direction of the university transfer program and to make recommendations regarding the program and its implementation. This report presents information on the background, activities, and recommendations of the task force. Section I presents the background to the study, its context, and the terms of reference within which the task force operated. After two sections which provide a review of the relevant literature on community college education in the United States and Canada, and a selected bibliography of sources consulted, Section IV discusses present and potential faculty roles and workload within the context of FVC's commitment to a full two-year university-parallel transfer program. Section V examines existing and potential sources of funding for the academic program and for faculty development activities, and recommends the appointment of a grants officer to gather information on available funds. Finally, Section VI provides 16 recommendations for the academic program at FVC covering areas such as institutional responsibilities, faculty workload, funding sources and needs assessment, and the allocation of 25% workload credit to each department for program development. Appendices provide task force reports from each of the three academic departments involved in the study, i.e., humanities, natural science, and social sciences. (HB)

ED 216 727 JC 820 208

Perspectives Regarding Allied Health Education & Occupations as Reported by Directors of American Medical Association, Chicago, IL. Dept. of Allied Health Education and Accreditation.
Pub Date-Mar 82
Note-10p.; Originally published in the March 1982 Allied Health Education Newsletter.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations, *Allied Health Occupations Education, *Educational Trends, Employment Opportunities, Enrollment Rate, Job Placement, National Surveys, Occupational Mobility, Occupational Surveys, Postsecondary Education, Vocational Followup
Identifiers-*Committee on Allied Health Education Accreditation

In winter 1981-82, the Committee on Allied Health Education and Accreditation (CAHEA) conducted a survey to ascertain current perspectives regarding allied health education and employment. A ten-item survey instrument was mailed to all 3,007 directors of CAHEA-accredited programs, representing 19 occupational areas. Study findings, based on responses from 2,530 directors, included the following: (1) 57% of the respondents indicated that the number of students entering their program was stable; (2) similarly, 64% considered the number of program graduates to be stable; (3) 65% of the respondents viewed the number of programs in their field as increasing or holding steady; (4) 67% felt that the occupation for which they trained students was undersupplied; (5) 57% of the sample did not believe it was rare for program graduates to move into another field; (6) a majority of respondents viewed the job market as offering graduates appropriate income (52%), appropriate responsibilities (82%), and attractive opportunities (67%); (7) 77% of the program directors obtained informal feedback on program graduates; and (8) among the main trends in allied health education identified by the respondents were recruitment difficulties, curriculum expansion to include the application of new technologies, the undersupply of graduates, budget constraints, and the need for increased professional recognition and higher salaries. (HB)

Milligan, Frank G.
Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
Monroe Community Coll., Rochester, N.Y.
Pub Date-Apr 82
Note-32p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, *College Planning, Community Colleges, Employment Projections, Faculty College Relationship, Negotiation Agreements, *Reduction in Force, *Retraining, Retrenchment, *Teacher Placement, Two Year Colleges
Identifiers-*Faculty Reassignment

This paper describes Monroe Community College's (MCC's) efforts to address the problems of reduction or reallocation of resources through a faculty retraining and reassignment process. After introductory material and a college profile, the paper provides background information on the faculty rights guaranteed by the contractual agreement between MCC's faculty and board. Next, three aspects of an advanced planning process for reduction in force are described: (1) the identification of potential future overstaffing in specific academic departments; (2) departmental and individual notification of potential overstaffing at least two years in advance of the effective date of reassignment or reduction in force; and (3) retraining and reassignment procedures, which include the determination of the feasibility of faculty reassignment and of the qualifications of the faculty member for a position in another department; the development of a retraining plan; the provision of financial assistance and released time for faculty retraining; reassignment approval; and evaluation. Finally, the paper identifies several potential problems in the retraining/reassignment process, such as the need to use multiple information sources, the reluctance of departments to receive transfers, and the need for a single coordinating office. Appendices include part of the MCC contractual agreement, program enrollment graphs, and sample documentation pertaining to reassignment. (KL)

ED 216 729 JC 820 219

Gollattscheck, James F.

Removing the Mystique from Needs Assessment.

Pub Date-12 May 82

Note-13p.; Paper presented at the National Conference Needs Assessment The Pulse of the Community'' (Blacksburg, VA, May 12, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Administration, *College Planning, Community Colleges, Community Study, Decision Making, Information Needs, Management Information Systems, *Needs Assessment, Program Evaluation, Student Needs, Two Year Colleges

Identifiers-Educational Marketing

Needs assessment is not in and of itself a complicated, difficult, or expensive process but is simply one facet of good institutional management closely related to other management processes. Needs assessment is an integral part of: (1) institutional decision making and management information systems; (2) institutional planning, which should be based on information about current and potential students and their educational objectives, the conditions affecting the student's relationship with the college, and the college's image; (3) college marketing, which includes identifying publics and markets, researching and segmenting the market, and choosing target markets; and (4) institutional and program evaluation to determine how well the needs of the community and students are being met. While all institutions operate on the basis of some kind of estimate of constituency needs, the quality of these estimates will depend upon how thorough, accurate, up-to-date, and usable the information provided by the needs assessment is. Put in this perspective, needs assessment is concerned with nothing more complex than asking people basic questions about their educational needs. (HB)

ED 216 730 JC 820 220

Krause, Jerry L.

A Limited Self-Paced, Individualized, Mastery Learning System.

Pub Date- 82

Note-10p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Academic Persistence, Chemistry, Comparative Analysis, *Conventional Instruction, Course Content, Grades (Scholastic), *Individualized Instruction, *Mastery Learning, *Science Instruction, Withdrawal (Education)

Identifiers-Hibbing Community College MN

In fall 1980, a self-paced, individualized, mastery learning approach was adopted at Hibbing Community College for four chemistry courses in order to increase student performance and success and to provide scheduling flexibility for adult students with outside commitments. While both the traditional approach used prior to fall 1980 and the new approach relied primarily upon a lecture-laboratory format, there were certain testing and procedural differences. In the traditionally taught courses, students participated in eight or nine labs, which they completed once for a grade, and took in-class exams. Under the new approach, the number of labs was reduced to five to allow for more one-on-one interaction, students repeated the labs until they had performed them correctly, and students took exams on their own time. A comparison of grades and completion rates under the two instructional approaches reveals that student performance increased dramatically under the new instructional approach, but that course completion rates tended to be lower. Students who were enrolled in Chemistry 111 (Aspects of Chemistry) tended to have better grades and completion rates than those in Chemistry 124 (General Principles of Chemistry) in both the individualized and traditional classes. (HB)

ED 216 731 JC 820 221

Greene, William

Report on International Education Program at Broward Community College.

Broward Community Coll., Fort Lauderdale, Fla.

Pub Date-Apr 82

Note-8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) -- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Cultural Education, *Curriculum Development, Exchange Programs, Faculty Development, *Foreign Students, Interdisciplinary Approach, *International Studies, Program Administration, *Study Abroad, Two Year Colleges

Identifiers-*Broward Community College FL

The International Education Program at Broward Community College (BCC) is administered by the Division of International/Intercultural Education, several special program coordinators, and a college-wide International Education Committee. Using an approach that draws upon the talent and expertise of faculty members in departments and divisions throughout the college, the International Education Program has made significant strides toward internationalizing the curriculum, promoting overseas study, serving foreign students, and fostering faculty development. Illustrating BCC's commitment to providing students with an understanding of other societies and cultures is a general education requirement for all associate in arts students to complete six semester

hours in courses that contain major international content and emphasis. Among the components of the international program are: (1) an International Curriculum Project, which involves the development of new courses and resource materials and the expansion of foreign language instruction; (2) study abroad programs, such as the Semester-in-Spain program and summer travel-study courses; (3) the establishment of the position of International Student Coordinator to help meet the needs of the 400 foreign students at BCC; (4) affiliation with national and state organizations that promote international education; and (5) faculty development and teacher exchange programs. Through such activities BCC is meeting its commitment to providing students with a critical international/intercultural understanding. (HB)

ED 216 732 JC 820 225

Flax, Stanley

Integrating the Humanities and Business Education: The Experience of International Business as an Example.

Pub Date-5 Apr 82

Note-15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Education, Community Colleges, *Cross Cultural Training, Cultural Awareness, Cultural Differences, Ethnocentrism, *Humanities, *Interdisciplinary Approach, *International Studies, Social Bias, Sociocultural Patterns, Stranger Reactions, Two Year Colleges

Identifiers-*International Business Education

In international business education, there has been a general acceptance of the need for a curriculum integrating humanities and business education, since international business, operating within a world environment, requires an understanding of disciplines such as law, geography, psychology, and sociology in addition to functional business areas of marketing, management, and finance. Despite this acceptance, business schools in the United States have not succeeded in preparing students for international business careers. Dealing with the challenges of international business requires a sensitivity to the social, political, and cultural environments in which business is conducted, and American business graduates tend to lack understanding of people and cultures other than their own. Integrated humanities and business courses can help promote this understanding and to modify attitudes such as xenophobia, traditionalism, and ethnocentrism, which promote outmoded or restricted views of the nature of the international business environment and its problems. For example, the problem of the loss of worldwide competitiveness by the United States must be seen as the result of economic and social factors operating simultaneously within and outside of the country, rather than a purely economic issue. Businesses must be willing to learn how to compete effectively in an international context, and integrated business and humanities courses can help their leaders to do so. (HB)

ED 216 733 JC 820 226

Ferguson, Charles O.

Institutional Management through Organization Development.

Pub Date-8 Jul 81

Note-43p.; Materials presented to the Transatlantic Institute (Oxford, England, July 8, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, *College Administration, *College Planning, Community Colleges, Departments, *Organizational Development, Power Structure, Two Year Colleges

Identifiers-*Florida Junior College

This paper provides information on the role of organizational development in the institutional planning process at Florida Junior College (FJC), using short statements on the functions and objectives of each of the major components within the planning process. First, an overview is provided of organizational development and its value in establishing and maintaining the college's mission and goals, and in improving management efficiency, communications, and employee morale. Next, institutional planning is defined and the requirements for effective planning are identified as formal structure, flexibility, comprehensiveness, and coordination. The five major components of institutional planning at FJC are then listed (i.e., educational development, facilities, information systems development, financial, and college planning) and their interrelationships are illustrated through models and charts. After the management of organizational development at FJC is examined, the paper concludes by delineating the components of FJC's organizational development plan: (1) departmentation (i.e., the delegation of authority and responsibility within the organization); (2) the legal basis for authority and responsibility; (3) functional analysis and grouping of activities; (4) departmental organization; (5) operational responsibilities of departments; (6) departmental goals; (7) departmental objectives; (8) staffing patterns; and (9) job descriptions. (HB)

ED 216 734 JC 820 232

Gordon, Helen Heightsman

Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.

Bakersfield Coll., Calif.

Pub Date-May 82

Note-51p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adults, Community Colleges, Community Surveys, Day Care, *Educational Attitudes, *Individual Characteristics, Information Sources, Needs Assessment, *Participant Satisfaction, *Publicity, Questionnaires, Scheduling, *Student Educational Objectives, Two Year Colleges, Two Year College Students

Identifiers-*California (Bakersfield)

In 1982, Bakersfield College (BC) conducted a telephone survey to assess the effectiveness of BC's promotional efforts, the community's perception of the quality of BC's courses and cultural events, the educational interests and needs of the community, and interest in expanded child care and innovative time frames for course offerings. Information was requested on demographic characteristics, income, educational level, length of time since last schooling, length of residence in the area, residence type, household size, previous attendance at BC, future educational plans and objectives, satisfaction with BC experiences, and awareness of and sources of information about BC. Findings, based on interviews with 689 adults, included the following: (1) 97.3% of the respondents had heard of the college, and 51% had taken courses there; (2) 66.6% of those who had attended BC rated their experience as ``very satisfactory''; (3) all types of promotion used by BC were effective in reaching at least some residents, but the preferred way to receive information about the college was through direct mailings; (4) there was substantial interest in expanded child care, especially among respondents in their 20s and 30s; and (5) respondents expressed a willingness to take courses and workshops at innovative times. The study report provides profiles of BC attenders and non-attenders and includes recommendations and the survey instrument. (KL)

ED 216 735 JC 820 233

Degree Description for Associate Degrees in Nursing.

New York State Education Dept., Albany. Regents External Degree Program.
Pub Date-82
Note-26p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Associate Degrees, *Degree Requirements, *Equivalency Tests, *External Degree Programs, General Education, Higher Education, *Nursing Education, Universities

Information is provided on two external degree programs in nursing offered by the University of the State of New York, which operate through a program of assessment and proficiency examinations rather than of instruction. After Part I introduces the programs and their requirements, Part II provides information on accreditation and licensure. In Part III, the Associate in Applied Science (Nursing) and the Associate in Science (Nursing) degrees are compared and advice is given on selecting the program appropriate to a student's background and objectives. Part IV delineates the general education requirements in humanities, social sciences/history, and natural sciences/mathematics, and identifies methods of earning credit to satisfy these requirements (e.g., through previous college courses, previous degrees, and special assessment). Part V outlines the nursing requirements, which are the same for both degrees, including demonstrated knowledge in four nursing areas and successful completion of the Clinical Performance in Nursing Examination. In Part VI, procedures and advice are provided for individuals interested in pursuing either of the degrees. Finally, Parts VII and VIII identify the recognized proficiency examinations which may be used to earn credit for the nursing degree or fulfill general education requirements. (HB)

ED 216 736 JC 820 236

Andrews, Hans A. Mackey, Bruce C.
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
Pub Date- 82
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Planning, Community Colleges, Faculty College Relationship, Governing Boards, *Personnel Policy, *Policy Formation, Reduction in Force, *Teacher Dismissal, Teacher Employment, *Teacher Qualifications, *Tenure, Two Year Colleges
Identifiers-*Illinois Valley Community College

On January 1, 1980, the Illinois state legislature mandated tenure for community college faculty and established conditions under which tenure could be acquired and reasons and procedures for dismissal. One provision of the act precluded the dismissal of a tenured faculty member who was competent to render'' services carried out by an employee with less seniority. This provision failed to define the phrase competent to render'' services and caused fears that faculty could be bumped from their positions on a college-wide, rather than departmental, basis. To deal with these issues, the Illinois Valley Community College (IVCC) Board of Trustees developed policies that (1) defined the master's degree as the basic standard for teaching in a particular subject area; (2) distinguished academic personnel from academic support personnel; (3) provided for the preparation of a list of the competencies and qualifications of all full-time faculty and support personnel and for the development of a Minimum Qualifications Handbook'' for faculty and support positions; and (4) determined that movement of personnel would occur only in times of staff reduction. The outcomes of these policies have benefitted faculty and the administration in that the Board of Trustees is now protected by a formal policy on tenure and academic qualifications and that the faculty now have clearly defined competency agreements specifying the areas in which they are qualified to render services. ([illegible])

ED 216 737 JC 820 239

Elioff, Ione And Others
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981.
Peralta Community Coll. System, Berkeley, Calif. Vista Coll.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Pub Date-1 Dec 81
Grant-G008006044
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, Community Colleges, Consultation Programs, *Faculty College Relationship, *Faculty Development, Faculty Handbooks, *Inservice Teacher Education, Models, *Part Time Faculty, Peer Relationship, Program Development, Program Evaluation, *Teacher Orientation, Two Year Colleges

In 1980, Vista College (a non-campus, public community college where part-time faculty teach 85% of the courses) received funding to develop an effective faculty development model for part-time instructors in postsecondary institutions. The project was designed to break down the isolation of part-time faculty, encourage a sense of college and faculty identity, and provide instructional and administrative support. After an analysis of existing activities and part-time faculty needs, four types of services and procedures were developed and pilot-tested: (1) audiovisual orientation materials and an expanded faculty handbook were developed to introduce part-time instructors to college services, resources, staff, programs, and procedures; (2) a variety of training seminars and workshops were offered and bi-weekly faculty support sessions were held; (3) a monthly faculty journal was produced emphasizing teaching and learning concerns; and (4) peer Teaching and Learning Consultants were selected and trained to provide aid and advisement to faculty. The project's first-year goals also included the modification of faculty evaluation procedures; however, this aspect of the project was eliminated in light of standardized evaluation procedures for the district. To assess the outcomes of the project five kinds of evaluation strategies were used to gather formative data about the project services and products, revealing strong faculty support for the program. (Author/HB)

ED 216 738 JC 820 240

King, Maxwell C.

Evaluation of the Boards of Trustees: A President's Perspective.

Pub Date-5 Apr 82

Note-11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Responsibility, *Administrator Role, *Board Administrator Relationship, College Planning, *College Presidents, Community Colleges, *Governing Boards, Policy Formation, Trustees, Two Year Colleges

Although there is general agreement on the roles and responsibilities of college presidents and boards of trustees, problems that can impede the effective development and implementation of college policy may arise if either party encroaches into areas for which it is not responsible or if personality conflicts emerge between the president and board members. To avoid these and other potential problems, certain positive approaches to college governance are required of both presidents and boards of trustees. Presidents should understand board operations, be sensitive to time demands upon trustees, and project unconditional positive regard for the board. Board members on their part should, first, recognize their specific roles and responsibilities as well as those of the president, administrative staff, and faculty. Second, they should determine local policy based on broad state laws, careful deliberation, and adequate information. Third, they should attempt to understand all phases of college operations. Fourth, they should support a decision once it has been reached. Fifth, they should not allow political or business considerations or community pressures to affect their decisions. Sixth, they should undertake an in-depth study before making a major decision. Finally, they should maintain open and honest communication with the president and work together for the good of the college and its students. (HB)

ED 216 739   JC 820 242

Brown, Grace Carolyn

Strategic Planning in an Urban Environment: Focus on Education.

Pub Date-May 82
Note-9p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Change, *College Planning, Community Colleges, Delivery Systems, *Economic Development, Educational Technology, Job Training, Nontraditional Students, Program Costs, *Program Development, Student Personnel Services, Two Year Colleges, Urban Education, Youth Programs
Identifiers-*Cuyahoga Community College Cleveland OH

An innovative strategic planning process was developed at Cuyahoga Community College (CCC) to identify and implement projects that would yield benefits to the college and the community in the coming years. After an analysis of the economic and social characteristics of Northeastern Ohio and a resource audit of the college's fiscal, physical, and human resouces, 11 administrators and faculty members were selected to form the Strategic Educational Planning Advisory Committee (SEPAC). The charge of SEPAC was to identify innovative projects that would fit the scope and mission of the college, be new ventures, be based on identified needs, and be within CCC's capacity to implement. Of the 25 projects submitted by members of the committee, 4 strategic goals were recommended as most appropriate: (1) a program to initiate advanced technology delivery systems to provide instructional programs to new populations; (2) a summer and weekend college to address the needs of nontraditional students desiring job-entry or upgraded job skills; (3) a National Youth Demonstration Center to enhance retention and enroll new students between 16 to 24 years of age; and (4) a Career Assessment and Change Center which would serve students and employees in enhancing or changing careers. The fiscal investment in these strategic targets will provide a productive base for economic revitalization and job training. (HB)

ED 216 740 JC 820 243

Brown, Grace Carolyn

Planning for Excellence: A Case Model in a Large Urban Community College District.

Pub Date-May 82

Note-10p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, College Administration, *College Planning, Community Colleges, Community Cooperation, *Educational Quality, Educational Technology, Futures (of Society), *Long Range Planning, *Organizational Objectives, Two Year Colleges

The strategy-oriented planning process used at Cuyahoga Community College (CCC) is described in this paper. After providing background on CCC, its enrollments, service area, annual fiscal responsibility, and long commitment to educational planning, the paper identifies five key areas for planning in the coming decades: (1) technological improvements in the educational process through the application of alternative delivery systems; (2) strategic planning in education and management; (3) curriculum development with and for industry and public service; (4) planned educational designs; and (5) interaction with corporate, social, and community organizations to aid economic recovery and development. Next, the paper describes how the management functions of planning, leading, and organizing were systematically strengthened through the implementation of an Academic Management System Design and Plan, which resulted in the reorganization of the academic management and planning process, the application of strategic planning tools to the educational process, and the institutionalization of academic excellence through programs and projects designed to foster student achievement, faculty development, and curricular enhancement. After describing CCC's involvement in projects utilizing state-of-the-art educational technology, the paper concludes by identifying CCC's themes for future planning, including commitment to academic excellence, scholarship standards, open access, and career resources development. (HB)

ED 216 741 JC 820 244

Brown, Grace Carolyn
Part-Time Faculty Effectiveness: Fulfilling the Need.
Pub Date-Mar 82
Note-7p.; Paper presented at the National Policy Conference on Urban Community Colleges in Transition (Detroit, MI, March 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Administration, *College Faculty, Community Colleges, Educational Change, Employment Practices, Faculty College Relationship, *Faculty Development, *Part Time Faculty, *Personnel Policy, Policy Formation, Program Descriptions, Two Year Colleges
Identifiers-*Cuyahoga Community College Cleveland OH

Part-time instructors currently make up 51% of the community college faculty and their numbers will undoubtedly increase in the next decade, especially in high technology areas. This growth, along with changes in community college missions and increasing fiscal stringency, raises critical policy issues for college leaders. These policy issues concern types of instructional programming; quality and academic standards; legal rights, seniority, and tenure; staff and resource development; and financial reimbursement for equal work.'' Since part-time faculty will be the first to be affected by institutional changes reflective of new technology or new priorities, it is imperative that educational institutions implement systematic strategic plans and coherent processes for the effective utilization of part-time faculty. In addition, mechanisms will be required for dealing with part-time faculty in terms of initial employment, contract processes, orientation, staff development, support services, instructional assistance, and performance evaluation. At Cuyahoga Community College attempts are being made to address these concerns through the clarification of the relationship between faculty members and the college; the development of a Faculty Resource Center where teachers can obtain instructional support materials and services; and the implementation of a Professional Development Grants Program to assist faculty in pursuing projects that will improve instructional techniques and strategies. (HB)

ED 216 742 JC 820 245

Brown, Ivan E.

Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.

Pub Date-Oct 81
Note-21p.; Paper presented at the Annual Meeting of the National Academic Advising Association (Indianapolis, IN, October 11-14, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Advising, Community Colleges, *Continuing Education, *Counselor Training, *Labor Education, *Peer Counseling, Program Descriptions, Program Development, Program Evaluation, Two Year Colleges, *Union Members, Unions, Volunteer Training
Identifiers-Iowa (Central)

The Labor Educational Advising Project (LEAP) was inaugurated in 1979 at Des Moines Area Community College to facilitate the provision of educational advising services within organized labor in Central Iowa. LEAP worked with local unions and union members to train a network of peer volunteers to provide educational counseling to workers interested in continuing their education. LEAP had four primary objectives: (1) to develop curriculum materials for counselor training workshops; (2) to conduct four 2-day workshops to train 80 educational advisors; (3) to assist 200 workers during the first year to participate in educational experiences; and (4) to provide an impetus for educational counseling within organized labor. The implementation of these objectives involved the development of a practical educational advising guide; the design and offering of an Educational Advising Workshop for Labor Union Representatives'' based on identified responsibilities of educational advisors; and the recruitment of contact persons at area educational institutions to serve as direct resource contacts for the advisors. During the first year after the final training session, several LEAP outcomes were observed, including an overall positive reaction to the training program; the continued activity of 28 of the 52 advisors who completed the training program; the provision of advisement to 364 workers by 13 advisors and the subsequent enrollment of 91 workers; and the recognition of educational advisors within the union structure. (HB)

ED 216 743 JC 820 246

Sell, Daniel

A Model for Faculty Development in the Community College.

Pub Date- 82
Note-13p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *College Planning, Community Colleges, *Faculty Development, *Inservice Teacher Education, Models, Organizational Development, Organizational Objectives, Professional Development, Program Administration, Program Development, Two Year Colleges
Identifiers-*Houston Community College TX

As the purposes of colleges change and adapt, so too should college staff have the opportunities to change and adapt. Faculty development can help provide these opportunities, while at the same time meeting demands of accountability and fostering curricular and instructional innovation. The goals of faculty development in the Houston Community College System (HCCS) are to facilitate the growth and benefit of all members of the institution; to integrate curriculum development with student, faculty, and administrative development; and to create faculty development programs based on student development models. The faculty development model created at HCCS involves an integrated process of planning, communication, implementation, and evaluation within a framework of administrative support, coordination of planning and activities by the Staff and Instructional Development (SID) committee, program and professional development activities, and a system of support and incentives. Between 1980 and 1982, HCCS initiated several activities, including a staff development needs assessment, instructional workshops, numerous media presentations, and support for faculty to implement instructional innovations. The SID's goals for the next four years focus on including professional development activities in faculty evaluation, establishing minimum professional development activities, implementation of an incentives system, and preparation of individual development plans. (HB)

ED 216 744 JC 820 247

Nelson, Ronald J.

The Humanities in the Two-Year Agricultural Technical College.

Pub Date-10 Oct 81

Note-16p.; Paper presented at the Community College Humanities Association Central Division Conference (Champaign, IL, October 9-10, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, *Curriculum Enrichment, Humanistic Education, *Humanities, *Humanities Instruction, Learning Modules, Relevance (Education), Student Motivation, Student Recruitment, *Teacher Role, Technical Institutes, Two Year Colleges, Vocational Education

Identifiers-University of Minnesota Waseca

Drawing from the experiences of the University of Minnesota Technical College, Waseca (UMW), this paper provides a rationale and suggestions for promoting and integrating the humanities in vocational education. After discussions of the problems of interesting occupational students in humanities courses and the value of humanities instruction in student development, various methods for promoting the humanities are outlined. These include improving communication with student advisers; distributing lists of cultural activities in the area; organizing regularly scheduled trips to cultural and artistic events; and including students in informal cultural activities oriented around the interests and talents of faculty members. Next the paper describes the humanities courses offered at UMW, focusing on those courses especially designed to increase students' awareness of literature and art that represents or is related to the lives of many of these primarily agricultural students. The paper explains how the works of poets such as Berry and Markham, the rural paintings of Millet, and films such as Bogdanovich's The Last Picture Show'' can facilitate students' enjoyment of the humanities and break down the barriers of provincialism and apathy. Finally, suggestions are provided for humanities modules for vocational courses, such as including the works of Fox and Herriot in readings for animal health classes or Zen and the Art of Motorcycle Maintenance'' in automotive classes. (HB)

ED 216 745 JC 820 248

Hodgin, Robert F.

A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.

College of the Mainland, Texas City, Tex.

Spons Agency-Texas Education Agency, Austin.

Pub Date-Jun 82

Note-35p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Cost Effectiveness, Educational Economics, Food Handling Facilities, *Job Training, *Outcomes of Education, *Program Costs, Seasonal Employment, Two Year Colleges

Identifiers-Fishing Industry

A cost-benefit study was conducted to determine the economic viability of continuing to offer training sessions for seafood processors through the College of the Mainland in Texas. Data for the study were collected from both primary and secondary sources, including the college and local company participating in the program, federal and state records and statistics, and direct observations. The cost-benefit analysis was based on estimates of direct costs (e.g., salaries, materials and supplies, advertising costs, and out-of-pocket operating costs); indirect costs, including the disruption of local employment patterns; direct benefits, including additional state sales tax generated from purchases via added income; and indirect benefits, such as the effect on the region of increased gross wages. The study revealed the cost-benefit ratio of the training sessions was 1.83, that is, for every dollar of state cost, $1.83 was returned to the state, largely through increased sales tax revenue. A sensitivity analysis, which assumed significant changes in costs, benefits, and discount rates, showed the project to be still marginally acceptable according to minimum cost-benefit criteria. The report includes a descriptive history of the Texas seafood harvesting and processing industries, which contains discussions on the influx of Vietnamese immigrants, price fluctuations and seasonality, and labor force needs, and statistics on wages and fishing regulations. (HB)

ED 216 746 JC 820 251

Tippin, Keener A.

The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.

Pub Date-82
Note-19p.; Paper presented at the Annual Community College Transition Conference (17th, Columbia, MO, March 15-16, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, Associate Degrees, College Credits, College Graduates, *College Transfer Students, Community Colleges, Enrollment Trends, *Grade Point Average, *Majors (Students), Postsecondary Education, State Universities
Identifiers-*Missouri

Information is provided on the academic performance of Missouri community college students who transferred to the University of Missouri, Columbia (UMC), for the fall 1979 semester. The data are organized according to the college from which students transferred, the UMC department which they entered, student transfer grade point average (GPA) and UMC GPA, and the number of semester hours transferred to UMC. The bulk of the report consists of tables which cover: (1) academic entry patterns, i.e., the number of students entering an academic unit and the proportion entering with an associate degree; (2) the number of students earning a GPA of at least 3.00 at UMC; (3) admission status, graduation, and retention data on students from each of 20 unidentified colleges; (4) transfer GPA and UMC GPA; (5) GPA by transfer hours category and by college; (6) GPA's of students transferring into each of 11 colleges or departments by community college of origin; (7) number and proportion of students completing graduation requirements at UMC within four semesters of transferring; and (8) transfer GPA and UMC GPA for four semesters between fall 1979 and winter 1981. These data reveal that 288 students transferred to UMC from a community college in fall 1979, and 63 of these students had an associate degree. By winter 1981, 176 of these students were still enrolled. (HB)

ED 216 747 JC 820 252

Gross, Ronald, Ed.

Invitation to Lifelong Learning.

Report No.-ISBN-0-695-81660-8
Pub Date-82
Note-288p.
Available from-Follett Publishing Company, 1010 West Washington Blvd., Chicago, IL 60607 ($18.95).
Pub Type- Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Adult Education, *Adult Learning, *Educational Objectives, Educational Philosophy, Educational Responsibility, Educational Technology, Futures (of Society), Instructional Innovation, Learning Theories, *Lifelong Learning, Postsecondary Education, Teaching Methods

In this anthology of readings, 28 scholars and educators consider the theoretical and practical forces that shape the concept of lifelong learning. After Ronald Gross's introduction, the first section begins its consideration of the Western tradition in adult learning with Plato's metaphor of the cave and includes Pico della Mirandola's essay on individual development, Benjamin Franklin's brief description of the founding of the experimental Junto,'' and Robert McClintock's affirmation of a lifelong course of study. In Part II, Margaret Mead, Mortimer Adler, Paulo Freire, Eduard C. Lindeman, and Fred Harrington discuss lifelong learning as a contemporary imperative, underscoring the lateral transmission of knowledge, the benefits that maturity bring to learning, and American achievements in adult education. Leaders in the field of adult education, including Cyril Houle, Malcolm Knowles, Allen Tough, Carol Aslanian and Henry Brickell, and Mihaly Csikszentmihalyi, identify types of lifelong learners, consider the education of adults, stages in adult lives, and the role of learning for adults. In Part IV, practices in the field of adult education are considered by Samuel Brightman, Frank Adams, Carl Rogers, Jerold Apps, and Patricia Cross. The book concludes with a series of articles on the future learning world by James Botkin, Mahdi Elmandjra, and Mircea Malitza; Frank

Spikes; a group of adult educators convened by Basic Choices; Buckminster Fuller; and Kenneth Boulding. (AYC)

ED 216 748 JC 820 253

Garin, Robert H.

Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region.

East Texas State Univ., Commerce. Center for Community Coll. Education.

Pub Date- 82

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *College Administration, *College Presidents, Community Colleges, *Management by Objectives, School Size, Two Year Colleges

Identifiers-Administrator Effectiveness

In order to determine the level of adoption of Management by Objectives (MBO) by public community and junior colleges in the North Central Accreditation Region, chief executive officers (CEO's) of 224 two-year colleges were asked to provide information on institutional size; the use, effectiveness, and acceptance of MBO at various organizational levels; and the nature and extent of MBO training of selected personnel. Responses were received from 53% of the institutions surveyed, representing schools ranging in size from a single campus with a full-time equivalent (FTE) enrollment of 200 to a nine-campus institution with an FTE enrollment of 49,000. Study findings included the following: (1) 46% of the schools had an MBO program, an additional seven schools were considering MBO, and another nine had discontinued its use; (2) the likelihood of the use of MBO was greater in larger schools; (3) 69% of the CEO's using MBO rated it as effective, while 12% rated it as ineffective; (4) of the colleges using MBO, 100% used it at the top administrative level, 59% within divisions, and 39% by classified managers; (5) 84% of the CEO's indicated high acceptance of MBO by administrators, though only 33% indicated high acceptance by faculty; (6) over 90% of the CEO's felt that MBO contributed to better planning, improved communication, and increased control and accountability; and (7) the time involved in installing MBO was felt to be a major constraint by 66% of the respondents. (AYC)

ED 216 749 JC 820 2[illegible]4

Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers.

Oregon State Dept. of Education, Salem. Div. of Vocational Education.
Pub Date-Feb 82
Note-33p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Graduates, Community Colleges, Continuing Education, *Dropouts, *Education Work Relationship, Employer Attitudes, *Employment Patterns, Followup Studies, Graduate Surveys, Income, State Surveys, Two Year Colleges, *Two Year College Students, *Vocational Education
Identifiers-*Oregon

In winter and spring of 1981 a follow-up study of 1979-80 Oregon community college program graduates and early leavers was conducted to gather data about the employment and educational activities of community-college-prepared vocational students. It also sought to obtain information from employers about vocational program completers and leavers employed in program-related occupations. Study findings, based on responses from 2,504 former students (756 early leavers and 1,748 program completers) and 803 supervisors, included the following: (1) over 80% of the former students were working or attending school; (2) 65% of the completers were working, and 21% were students or working students; (3) 78% of the completers were engaged in program-related employment as compared to 58% of the early leavers; (4) the median monthly income was $998 for completers and $886 for early leavers; (5) the median monthly income of male completers was $1,207, while that of female completers was $867; (6) a significant difference existed in the median monthly incomes of completers from various programs, with those in marketing receiving the highest income ($1,200) and those in home economics receiving the lowest ($588); and (7) in general, workplace supervisors appeared satisfied with the preparation of full-time employed completers and early leavers. Survey data are reported in the appendices. (HB)

ED 216 750 JC 820 255

Gold, Ben K.
The Fall 1981 LACC Los Angeles City Coll., Calif.
Pub Date-Jun 82
Note-15p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Diagnostic Tests, *English (Second Language), English Instruction, Enrollment Trends, Remedial Instruction, Scores, *Student Characteristics, *Student Placement, *Testing Programs, Two Year Colleges

Between fall 1980 and fall 1981, the procedures for collegewide testing and English placement were revised at Los Angeles City College (LACC). Separate examinations were offered to native English speakers (i.e., the Stanford Achievement Test) and those whose primary language

was not English (i.e., the English Placement Test of the University of Michigan). Of the 5,500 students who took the College Placement Examination in fall 1981, 2,423 (44%) elected to take the test for native English speakers, and 3,077 (56%) selected the English as a Second Language (ESL) test. On the basis of test scores placement was recommended in 1 of 11 developmental courses or a college-level English course, in which placement was confirmed by a writing sample. Highlights of study findings include the following: (1) 64% of the students taking the test spoke a language other than English as their native language; (2) a greater percentage of students elected the ESL test in 1981 than in 1980 (56% vs. 43%); (3) the largest ethnic group was Hispanic (29%), followed by Asian (26%); (4) 55% of the students had attended college prior to taking the examination; (5) 47% of the native group and 12% of the ESL group were placed in the college-level English course, representing about 28% of the total sample; (6) 30% of the native group and 44% of the ESL group were recommended for a Developmental Communications course, representing 38% of the sample; and (7) 59.1% of the ESL students were attending LACC to learn English. (HB)

ED 216 751 JC 820 256

Konrad, Abram G.

Full Partner or Stepchild: Extending Functions of a University through a Branch Campus.

Pub Date-6 Apr 82

Note-10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization, *College Administration, College Faculty, College Role, Faculty Development, Governing Boards, Higher Education, Institutional Evaluation, Organizational Change, Organizational Objectives, *Two Year Colleges

Identifiers-*Branch Campuses

In the 1980's, branch campuses, which may be extension centers of universities or colleges, semi-autonomous residential institutions, two-year public colleges, or parts of multi-campus institutions, will need to develop governance structures and processes to enhance their status and improve the quality of education in the communities they serve. Several issues deserve special attention. First, institutional roles and objectives will need to be clarified and branch campuses will need to adopt a community orientation. Second, the governing boards of these institutions will need to make a distinction between being involved in policy formation and in operational issues and better use should be made of advisory committees and board subcommittees. Third, administrative structures should be examined to insure effective coordination, accountability, and equitable representation of all component parts of an institution. Fourth, close attention should be given to systematic faculty development, through study-leave, work experience programs, and more innovative uses of faculty talents. Other faculty concerns that should be considered include extension faculty appointments, personnel recruitment practices, personnel classification, and the effects of unionization. Finally, emphasis should be placed on processes of evaluation and assessment, which will enable the institution to meet accountability demands and evaluate institutional and system outcomes. (HB)

ED 216 752 JC 820 257

Armenta, Richard R. And Others

Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness.

Pub Date-6 Apr 82

Note-15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982). For a related document, see JC 820 258.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, College Administration, College Planning, *College Role, Community Attitudes, Community Colleges, Educational Responsibility, Legislators, Organizational Change, *Public Opinion, Rural Areas, *School Effectiveness, State Boards of Education, Two Year Colleges, Urban Areas

Identifiers-*Arizona

Institutional effectiveness can be defined as the extent to which internal priorities coincide with the priorities of the external groups that provide funding and support for the institution. If a lack of congruence exists between these priorities, a college administrator has the options of attempting to change the values of the external groups or of supporting those values and changing institutional activities. In Arizona, a study was undertaken to assess the priorities of administrators and external groups for a rural and an urban community college district. Legislators, state board members, and registered voters were defined as the significant external groups, and college administrators were asked to supply potency weights for each of these groups. College administrators and external groups were asked to assign priorities to 60 college activities, and their levels of agreement were correlated. The study revealed that the level of agreement between external groups and administrators in the rural district was 0.54 (where 1.0 would indicate complete agreement); while the external groups and administrators in the urban district achieved a 0.59 level of agreement. Significant differences in priorities existed between the groups in the areas of services to non-high school graduates and minority groups and the provision of off-campus services (which administrators ranked more highly) and services for the handicapped and community (which the external groups considered more important). (HB)

ED 216 753 JC 820 258

Doucette, Donald S.

Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.

Pub Date-6 Apr 82

Note-22p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982). For a related document, see JC 820 257.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, Administrators, *College Role, *Community Attitudes, *Community Colleges, *Educational Responsibility, Governing Boards, Legislators, *Public Opinion, Rural Areas, State Boards of Education, State Surveys, Two Year Colleges, Urban Areas

Identifiers-*Arizona, Institutional Mission

A study was undertaken to define the missions of Arizona's community colleges in specific operational terms and to assess the support provided for these missions by the various constituencies of the community colleges. A survey instrument, consisting of 60 activity statements, was developed and administered to 4,000 individuals including all state legislators, State Board members, community college governing boards, and high level administrators, and to samples of faculty and urban and rural voters. The respondents were asked to judge the importance of each of the activities and whether it should be funded with tax dollars. Responses were grouped and analyzed to determine the levels of support for activities and the priorities for operational missions. The study revealed: (1) external groups (e.g., voters and legislators) tended to view community colleges in terms of clientele served rather than services provided; (2) the provision of associate degree programs, entry-level vocational training, services for gifted students and basic skills instruction were considered top priority missions; (3) registered voters were more willing to judge activities to be important than to support them with tax dollars; and (4) differences between rural and urban respondents were minimal. These findings culminated in recommendations that the State Board adopt some form of the operational definitions of missions provided by the study and require all state schools to pursue the top-ranked missions. (HB)

ED 216 754 JC 820 259

Retirement Planning Program.
Edison State Community Coll., Piqua, OH.
Pub Date- 81
Note-238p.; For a related document, see JC 820 260.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adult Education, Aging (Individuals), Community Education, Family Relationship, Health, Housing, Income, Interpersonal Relationship, Laws, *Leisure Time, *Older Adults, *Planning, *Retirement, Self Evaluation (Individuals)
Identifiers-*Preretirement Education

This curriculum guide was developed for use in Edison State Community College's (ESCC's) Community Pre-Retirement Training Program. The first of the guide's seven modules provides a brief look at retirement, retirement planning, and the ESCC program. The second module focuses on relationships, considering issues such as communication, finances, and sexuality in marriage; relationships with children and other family members; and friendships. The third module examines options for leisure, providing a self-assessment instrument, to help identify interests, and discussions on hobbies, time, service to others, income sources, keeping mentally active, and a personal plan and timetable. The fourth module helps the individual who is planning for retirement to make financial preparations, considering topics such as investment, trust funds, gift and estate taxes, annuities, and social security. Legal concerns are addressed in the fifth module, which includes sections on wills, probate, estate taxes and planning, and executors', administrators', and attorneys' fees. The sixth module provides information on housing options and health. The final module looks at some of the potential crises and difficult decisions that may face older adults, such as the loss of a spouse, funeral arrangements, choosing an executor, remarriage, second careers, consumer protection, and retirement goals. Most of the modules conclude with a bibliography. (AYC)

ED 216 755 JC 820 260

Wilson, Gary W. Oerke, George

Community Pre-Retirement Training Program: Final Report and Statistical Summary.

Edison State Community Coll., Piqua, OH.

Pub Date-81

Note-25p.; For a related document, see JC 820 259.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Community Education, *Curriculum Design, *Older Adults, Program Descriptions, Program Development, *Retirement, School Business Relationship, School Community Relationship, Two Year Colleges

Identifiers-*Preretirement Education

The Office of Continuing Education at Edison State Community College developed a community pre-retirement training curriculum, which was designed to make a flexible, practical, locally adaptable program available for use by corporations, chamber of commerce education committees, adult education programs, and public institutions. The objectives of the project were to respond to the need for such a program as identified in a community needs assessment; to review more than 30 similar pre-retirement programs; to develop program modules that could be adapted to local needs and resources; and to provide a group of topics that could be used collectively or individually by various users. The achievement of these objectives involved the creation of an advisory committee, instructor training, coordination with local firms and agencies, and the development of a loose-leaf curriculum package for students. The resulting curriculum consisted of seven modules, covering the topics of Living in Retirement, Relationships, Using Your Time, Financial Preparations, Legal Affairs, Home and Health, and The Future Years. Institutions planning similar programs should take care in grouping corporate and business participants, include spouses in training sessions, offer separate sessions for single participants, and consider a variety of presentation styles and delivery formats. The bulk of the report consists of appendices including among other related materials a curriculum outline and program evaluation forms. (HB)

ED 216 756 JC 820 261

Gomez, Andres S.

Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.

Miami-Dade Community Coll., Fla.
Pub Date-82
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Basic Skills, College Bound Students, *College Role, Community Colleges, Core Curriculum, *Educational Legislation, *Educational Responsibility, General Education, Postsecondary Education, *Statewide Planning, *Student Development, Student Responsibility, Two Year Colleges
Identifiers-*Florida

This paper outlines Florida's efforts toward improving its present educational system through increased emphasis on essential learning outcomes. After an introductory section, which notes some of the legislative steps and planning activities undertaken in support of this goal, the paper outlines six conditions that Florida's postsecondary institutions are demanding from their faculty, staff, and students. These conditions stress improved preparation and abilities from college-bound students, stricter entrance standards for colleges and universities and for community college transfer programs, increased demands for higher levels of performance, a revision of the financial support process to promote higher academic standards, and the identification of a core curriculum by community colleges and four-year colleges, which emphasizes communication, mathematics, and logical inquiry. After reviewing some of the actions taken by Florida's postsecondary institutions to satisfy these conditions, the paper summarizes the nine recommendations of the Postsecondary Education Planning Commission for implementing State Board of Education Rule 6A-10.30, which calls for student completion of a prescribed amount of course work in reading, writing, and communication skills. These recommendations specify the basic skills expected of students and pedagogical methods for teaching these skills. The paper concludes by underscoring the individual institution's responsibilities for implementing these recommendations. (HB)

ED 216 757 JC 820 262

Campbell, Kathryn Kawai Chapman, Judy Hansen

Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.

College of Marin, Kentfield, Calif.; Colorado Springs Public Schools, Colo.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
Pub Date-Jun 82
Note-74p.; Reprinted brochure pages may not reproduce well.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, Evaluation Criteria, *Job Placement, *Nontraditional Occupations, Program Evaluation, *School Holding Power, *Sex Bias, State Surveys, Student Attitudes, Student Personnel Services, *Student Recruitment, Teacher Attitudes, Two Year Colleges, Two Year College Students, *Vocational Education

This guide provides information for community colleges on the recruitment, retention, and job placement of women and men in occupations nontraditional for their sex, based on two programs offered at the College of Marin, machine metal work for women and secretarial/office work for men. Part I discusses barriers confronting men in secretarial/office programs and women in machine metal programs on the basis of a statewide survey of instructors in these fields and on interviews with 17 women machinists, 16 male secretaries/typists, employers/supervisors, and program dropouts. Part II examines strategies used by community colleges to encourage men and women to consider nontraditional programs and provides advice on the use of role models, self-assessment, employment information, job experience, and publicity. In Part III, strategies are presented for student retention through classroom techniques and campus support services. Part IV provides guidelines on job placement, including information on job-hunting techniques and on-the-job strategies. Part V gives information on special considerations in developing nontraditional programs, such as the shared characteristics of male and female participants, and provides criteria for assessing the success of nontraditional programs. Exhibits include examples of model flyers, programs, and activities. An appendix provides the instrument used in the instructor survey. (Author/HB)

ED 216 758 JC 820 263

Ross, Robert A.

The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.

Piedmont Virginia Community Coll., Charlottesville, Va.
Pub Date-82
Note-18p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *College Transfer Students, Community Colleges, Degrees (Academic), Demand Occupations, *Educational Attainment, Females, Males, Minority Groups, Questionnaires, *Student Characteristics, *Student Educational Objectives, Two Year Colleges, *Two Year College Students
Identifiers-*Reverse Transfer Students

In fall 1981, a study was conducted to investigate the reverse transfer phenomenon at Piedmont Virginia Community College (PVCC). Specifically, the study sought to determine: (1) the proportion of PVCC students who had already obtained a certificate, or an associate, bachelor's or graduate degree; (2) the demographic characteristics of these certificate or degree holders; (3) their reasons for attending PVCC as compared to the reasons given by non-degree holders; and (4) differences between degree holders and non-degree holders enrolled in programs associated with high employability. Questionnaires were administered to a random sample of fall 1981 class sections and to all sections in the data processing, accounting, electronics, nursing, and respiratory therapy programs. Responses from 94% of the classes surveyed revealed that about 25% of the fall 1981 student body (on a full-time equivalent basis) had already received a degree or certificate from an institution of higher education, with 13% holding a bachelor's degree or higher. The proportion of students with a bachelor's degree or above in programs associated with high employability was significantly higher than the proportion in the student body in general. Making more money, getting a better job, and learning things of interest were consistently identified as important reasons for attending PBCC among degree holders and non-degree holders. The questionnaire is appended. (AYC)

ED 216 759 JC 820 264

Jordan, Sue A.

Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.

Lane Community Coll., Eugene, Oreg.

Pub Date-Feb 82

Note-36p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, College Credits, Community Colleges, *Credit Courses, *Enrollment Trends, Females, Full Time Students, Males, Minority Groups, Part Time Students, Place of Residence, *Student Characteristics, Two Year Colleges, *Two Year College Students

A series of tables, charts, and graphs present data on the characteristics of students enrolled at Lane Community College during the ten-year period 1971-72 through 1980-81. These data reflect an increase of 63.5% in full-time equivalent (FTE) enrollments, with a far greater rate of increase in non-credit FTE enrollments (214.6%) than in credit FTE enrollments (34.6%). With respect to credit enrollments only, the data indicate: (1) a 47.2% increase in headcount; (2) an increase in the percent of female students from 41.4% to 53.0%, with the growth mainly attributable to part-time female students; (3) a rise in the average student age from 23.46 to 26.63; (4) a decline in the percent of students under 21 years of age from 53.4% to 38.6%; (5) a fifteen-fold increase in the number of students aged 62 or over (from 8 to 118 students); (6) a decline in the percent of Caucasian students from 96.2% to 76.1%; (7) a significantly higher rate of enrollment increases among part-time students than full-time students between 1971-72 and 1979-80, with a dramatic change in this trend in 1980-81; (8) a decline in the average number of credits taken from 11.8 to 10.7, with the number of students taking between one and three credits increasing by 229.8% and the number of students taking between four and six credits increasing by 112.4%; and (9) an increase in the number of students from out-of-district high schools from 45.3% to 61.9%. (Author/HB)

ED 216 760 JC 820 267

Delaloye, Joan E.

Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach.

New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date-Aug 81
Grant-90-A-1623(01)
Note-134p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Colleges, Cooperative Programs, *Homebound, Home Visits, *Inservice Teacher Education, *Older Adults, Outreach Programs, Participant Satisfaction, *Peer Teaching, Program Evaluation, Social Agencies, Teacher Attitudes, Two Year Colleges

This report describes a project developed by New York City Technical College which provides continuing education to the homebound older adults through linkages with colleges and social agencies and a peer teaching approach. Section I provides background information; outlines project objectives, which include the training of professional teachers for the elderly and of a group of older adults who serve as learning companions to the homebound elderly; and describes the project setting. After Section II introduces project staff, Section III describes how the project operates, i.e., older adults, designated as learning companions, enroll in courses held one day a week at convenient community locations and, between class meetings, they visit shut-ins to share class content. This section also explains the methods used to evaluate the project and that the subject, teacher, social agency, and course site were the factors considered most important to the success and value of the course to students. In Section IV, outcomes, information, and evaluative findings are presented based on teacher reports, student responses and comments, and an examination of the value of the peer teaching method in nursing homes and hospitals for the aged. Section V discusses the implications of the findings and the problems encountered. Finally, Section VI considers the significance of the project and offers recommendations. Extensive appendices include course lists, program guidelines, and materials that were developed. (HB)

ED 216 761 JC 820 273

Terrey, John N.

The Legislature Doesn't Have a Glass Eye.

Pub Date-7 May 82

Note-11p.; Paper presented at the Annual Meeting of the Washington Trustees Association of Community Colleges (Pasco, WA, May 6-8, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *College Role, *Community Colleges, Educational Objectives, Educational Trends, Financial Problems, Futures (of Society), Institutional Evaluation, Trustees, Two Year Colleges

Identifiers-*Washington

Though financial cutbacks have necessitated drastic reductions in community college services in Washington and threaten accepted beliefs about missions, such as the provision of universal educational opportunity, it is important that trustees recognize that educational trends need not necessarily become educational realities. While studies, such as that conducted by the Trustees Association of Community Colleges, have established priorities for programmatic and operational goals for the colleges as vocational education, general education, remedial preparation, an open college climate, effective management, and accountability, these should be viewed as guidelines, rather than mandates. Trustees should accept these prescriptions as a framework while attempting to ensure that all who wish to take advantage of higher education and who can benefit from it should be given the opportunity and encouragement to develop their talents. Additionally, trustees must carefully examine the purpose of their institutions and their courses and develop means of evaluating them in order to ensure that scarce resources are being used effectively. Specifically, they should determine how essential a program is, and its quality, demand, location, and cost. Finally, they should acknowledge their own role in creating a future for community colleges that is more than simply a logical outcome of existing trends. (HB)

ED 216 762 JC 820 274

Radke, Helen

Whose Dispute?

Pub Date-7 May 82

Note-10p.; Paper presented at the Annual Meeting of the Washington Trustees Association of Community Colleges (Pasco, WA, May 6-8, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Problems, Administrator Role, Board of Education Policy, *Board of Education Role, Community Colleges, *Governing Boards, *School District Autonomy, *State Boards of Education, State Legislation, *State School District Relationship, Two Year Colleges

Identifiers-*Washington

It is the policy of the Washington State Board for Community College Education that the responsibility for resolving local disputes should rest with the college board of trustees and that the State Board should monitor, but not directly participate in the process of dispute resolution. However, state legislation has empowered the State Board with the general supervision and control of the community college system and authorized the Board to intervene in disputes before they reach the stage of affecting the entire community college system. The types of situations where the Board is prepared to intervene are those in which: (1) major media outside of the community in question regularly report the dispute; (2) the dispute reflects badly on the other districts and the Board is required to intervene; or (3) state legislators or the governor ask the Board for a response or request that it take action. Differences as to the degree of local and state control over local disputes can be resolved through recognition that ultimate power over local disputes lies with the State Board, but that the Board has no wish to intervene in cases where problems can be solved locally and will only become involved when the dispute has ramifications for the community college system as a whole. (HB)

ED 216 763 JC 820 276

Osborn, Frances P.

Integrating Business and the Humanities.

Pub Date-Apr 82

Note-7p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Education, Community Colleges, Course Content, Course Objectives, *Humanities, *Interdisciplinary Approach, *Literature, Student Recruitment, Team Teaching, Two Year Colleges

Identifiers-*Monroe Community College NY

Business and Humanities are fields that have rarely appreciated each other. Humanists have tended to view business as narrow and one-dimensional, and business people have tended to view the humanities as idealistic and removed from the world. In order to combat these views and bring these fields closer together, Monroe Community College has developed a course entitled ``Money in Literature,'' which emphasizes the importance of business in literature and everyday life. In this course, works of literature are considered from two points of view: first, from the standpoint of the traditional concerns of literature, such as character development and writing style; and, second, from the viewpoint of business concerns, such as the economic principles evidenced in the work. The course is team-taught by faculty members from the Business and English Departments and is listed within both departments, thus aiding in course recruitment and allowing students to fulfill requirements in a variety of areas. Through the examination of works, such as Clavell's ``King Rat,'' from the perspectives of both disciplines, business students are taught the importance of liberal arts content to speaking, writing, and decision-making skills; and humanities students are made aware of the structure and vocabulary of the business world. (HB)

ED 216 764 JC 820 277

As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges.

Illinois Community Coll. Trustees Association, Springfield.
Pub Date-Mar 82
Note-92p.
Pub Type- Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Programs, College Role, *Community Colleges, Newspapers, *Publicity, Two Year Colleges, *Two Year College Students
Identifiers-*Illinois

This collection of newspaper articles illustrates the range of activities and programs at Illinois' 39 public community colleges. Each of the articles was written by a newspaper employee and appeared in an Illinois weekly or daily newspaper during 1981. Arranged alphabetically by the college being focused upon, these articles highlight programs including auto mechanics, no-till farming, commercial cooking, and ballet. They provide evidence of the colleges' involvement in economic development and on-the-job training and their commitment to serving the handicapped, older adults, refugees, prison inmates, and lower, middle, and upper income students. (Author/AYC)

ED 216 765 PS 012 216

Ehrnrooth, Christel

Family Relations and the Process of Differentiation. Publication 56.

Central Union for Child Welfare in Finland, Lahti.
Report No.-ISBN-951-9423-13-3
Pub Date-78
Note-74p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Child Rearing, Children, Developmental Stages, Empathy, *Family Influence, Family Problems, Identification (Psychology), *Individual Development, Infants, Interpersonal Relationship, Mental Health, *Parent Child Relationship, *Psychopathology, *Self Concept
Identifiers-Differentiation, *Ego Development Theory, *Individuation, Symbiosis, Theoretical Analysis

The main purpose of this essay is to articulate a conceptual framework for early mental development. The content of the essay is based on a review of psychoanalytic literature and includes an attempt to integrate preverbal developmental data with the constructs of psychoanalytic theory. The view is taken that object constancy and the capacity to differentiate one's own and other persons' feelings, motives, and actions are necessary for the development of an independent, empathic person. Part One of the essay delineates the theoretical frame of reference. Topics discussed include (1) the family as an interacting system of relationships, (2) object relations as the internalization of interactions, and (3) general characteristics of the preverbal phases of development and related pathologies. Part Two explores the process of psychic differentiation. Both intrapsychic and interpersonal aspects of the differentiation process are described and a model of these different dimensions of the process is provided. A brief case illustration of family problems associated with undifferentiated psychic development is included at the end of the essay. (RH)

ED 216 766 PS 012 554

Squibb, Betsy
Family Day Care: How to Provide it in Your Home.
Spons Agency-National Association for the Education of Young Children, Washington, D.C.
Report No.-ISBN-0-916782-13-1; ISBN-0-916782-14-X
Pub Date-80
Note-142p.
Available from-The Harvard Common Press, The Common, Harvard, MA 01451 (Cloth, $10.95; Paper, $6.95).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Certification, Community Resources, Cooperative Planning, Early Childhood Education, *Family Day Care, Guidelines, *Information Sources, Instructional Materials, Insurance, *Learning Activities, *Nutrition, Parent Teacher Cooperation, *Recordkeeping, *Safety, Taxes
Identifiers-Menu Planning, Recipes (Food)

Tips, recommendations, ideas, and background information are offered to providers of family day care. After a brief discussion of licensing and registration and a listing of learning activities for young children at home, additional learning activities and materials are described that are considered appropriate for infants, toddlers, preschool children, and children in after-school care. Then, places of interest in the community, materials that can be scrounged'', plus human and educational resources are described. Directions for making baby food, recipe ideas for older children, and sample menus are among the topics addressed in a discussion of nutrition. Subsequently, steps caregivers can take to make their homes safe for children, sources of free reference materials for household safety and emergencies, guides for transporting children safely and responding to signs of child abuse and neglect are offered. Other topics discussed include keeping records for tax purposes and insurance coverage, communicating with parents, and cooperation with other providers. In conclusion, resources for providers are listed, including reading materials, organizations and agencies concerned with children, suggested books for children, and resources for music activities. Several forms for record keeping purposes, an income tax form, and a sample letter to parents are appended. (Author/RH)

ED 216 767 PS 012 622

Merrill, Elizabeth J. Bryant

Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.

Pub Date-Dec 81

Note-72p.; Not available in hard copy due to marginal legibility of original document. Checklists on pages 39-42 have been omitted due to poor print quality. Paper presented at the Annual Meeting of the American Anthropological Society (80th, Los Angeles, CA, December 3-6, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Child Rearing, *Cultural Context, Ethnography, *Group Activities, Group Dynamics, History, Modeling (Psychology), *Mothers, Parent Education, Parent Role, *Social Change, Social Structure, *Sociocultural Patterns

Identifiers-*Breastfeeding, *La Leche League, Macroanalysis, Microanalysis, Microcultures, Support Groups

Macrocosmic and microcosmic perspectives are employed in this ethnographic study of a La Leche League mothering/breastfeeding group in Buffalo, New York, in order to place the group in its historical perspective and cultural context and to describe its structure as a small cultural system. The first section provides an historical overview of mothering in American society in the attempt to present a brief background for understanding the group's context in present-day culture. A rationale for the study is presented in the second section, as well as a brief introduction to the methodology of the well-grounded'' ethnography which this study employs to produce an emic structural analysis. The remaining three sections describe the ethnography itself. The third section, Getting Oriented,'' specifically discusses the arena in which the study took place, the interconnecting sets of scenes, and the focal breastfeeding group. The fourth section describes in detail the focal group's microstructure in terms of participants' classification of activities, persons, and environs. The fifth section is concerned with a wider arena, the mass forces acting upon the scene and their effect on the life careers of its members. Further consideration of the social structure under construction and the implications and use of the methodology is given in a concluding footnote. (RH)

ED 216 768 PS 012 635

Serck, Leah M.

Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.

Pub Date-Dec 81

Note-124p.; Ph.D. Dissertation, North Texas State University, 1981.

Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Publication No. 82-08, 113; available in microform, microfiche, soft cover or hard cover xerographic. Write or phone (800-521-0600) for current prices).

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors-Anglo Americans, College Graduates, Early Childhood Education, *Elementary School Teachers, Females, Individual Development, *Instructional Program Divisions, Marital Status, *Preschool Teachers, Questionnaires, Teacher Attitudes, *Teacher Response, *Teaching Experience, *Work Attitudes

Identifiers-Concordia Teachers College NE, *Teacher Concerns Model, Teacher Concerns Questionnaire, Teacher Concerns Statements (Fuller and Case)

The purposes of this study were (1) to identify the concerns about teaching expressed in their early years of teaching by graduates of the early childhood education (ECE) program at Concordia Teachers College (CTC), a church-related teacher education institution, and (2) to determine the relationship between teaching concerns and the variables of years of teaching experience and grade level taught. Participants in the study were 135 ECE graduates of CTC during the years 1976 through 1980. Each graduate was asked to complete questionnaires and personal data forms. Two instruments were utilized: the Teacher Concerns Statement, a free response instrument, and the Teacher Concerns Questionnaire, an instrument consisting of 15 specific items to which subjects respond on a Likert-scale. Frequencies and percentages were computed to determine concerns of the total group. Chi-square analysis was used to test for relationships between teaching concerns and the variables of interest. Results are discussed. It was concluded that more similarities than differences can be expected when teachers of pre-primary and primary grades express their concerns about teaching in their early years of teaching. (RH)

ED 216 769 PS 012 699

Gorelick, Molly C. Clark, E. Audrey
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
California State Univ., Northridge. Preschool Lab.
Spons Agency-Food and Nutrition Service (DOA), Washington, D.C.
Pub Date-Sep 81
Grant-USDA-FNS-59-3198-9-70
Note-234p.
Available from-California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330 ($5.00).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Audiovisual Aids, *Community Involvement, *Early Childhood Education, Field Tests, *Inservice Teacher Education, Learning Modules, *Material Development, Measures (Individuals), *Nutrition Instruction, *Parent Education, Preschool Children, Pretests Posttests
Identifiers-Recipes (Food)

To develop a comprehensive nutrition education program for preschool children, staff, families, and the community, a 2-year research and development project consisting of four components was implemented. For the first project component, non-sequenced, single-concept lessons geared to the cognitive, affective, and action characteristics of preschool children were produced. The lessons were taught initially to approximately 100 preschool children in a laboratory school and then were field-tested in 20 private preschool classrooms. An assessment instrument, the Northridge Survey of Understanding Nutrition - Preschool Level, was developed to measure outcomes of the educational intervention. To meet the objectives of the project's second component, in-service training emphasizing the recognition and application of the Dietary Guidelines for Americans and comprehension of the concept of high nutrient density was provided to staff of participating preschools. Project activities in the third component area focused on the development of six instructional modules, a teacher's guide, and coordinated materials for use by young children, staff and parents in group and home settings. For the fourth component, family/community education activities were conducted. Throughout the report, research and development activities and outcomes are reported in detail. Related materials, ranging from recipes to adult and preschool forms of the nutrition survey instrument, are provided in 15 appendices. (RH)

ED 216 770 PS 012 832

Lincoln Head Start Career Development Plan. Revised Edition.
Lincoln Public Schools, Nebr.

Pub Date-Mar 81
Note-70p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Development, *Career Planning, Early Childhood Education, Inservice Teacher Education, Measures (Individuals), *Occupational Information, *Personnel Evaluation, Training
Identifiers-Bylaws, Lincoln Public Schools NE, *Project Head Start

The revised career development plan for Head Start staff of the Lincoln, Nebraska, public schools is documented in this report. Outlined are job descriptions indicating general responsibilities, specific duties, qualifications, and, where appropriate, other conditions of employment. The 22 positions described range from Head Start Director to Classroom Aide, most of which are indicated on a staffing chart depicting the structure of Head Start positions. In addition, goals and priorities for career development, the organizational structure and functions of the Career Development Committee, the qualifications and duties of the Director of Career Development and the by-laws of the committee are indicated. Instruments used in Head Start staff evaluation and an outline of the Head Start program's training plan are included. (RH)

ED 216 771 PS 012 840

Lapides, Ellie Lapides, Jerry
Sourcebook for Winning Ways to Work with adults Pub Date-Mar 81
Note-38p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Communication Skills, Early Childhood Education, Guidelines, *Individual Needs, Parent Influence, *Parent Participation, *Parent Teacher Cooperation, *Program Implementation
Identifiers-*Project Head Start

The two sourcebooks contained in this document provide information on effective means of involving parents in school and Head Start programs. The first sourcebook, Winning Ways to Work with Adults,'' begins by discussing (within the framework of Maslow's Hierarchy of Needs) adults' needs which teachers should consider before involving parents in school programs. Next, personal characteristics (e.g., empathy, warmth, openness, and awareness of self) facilitative of effective communication with adults are outlined. Finally, the sourcebook suggests and illustrates some effective ways to talk with adults. The second sourcebook, Strategies for Increasing Parent Involvement in Head Start,'' first outlines the assumptions, rules, and objectives which underlie parent involvement in every Head Start program. Then, strategies for increasing parent participation as volunteers in the Head Start classrooms are given, and guidelines for step-by-step

implementation of parent involvement programs are provided. (Supplemental materials are appended in both sourcebooks.) (MP)

ED 216 772 PS 012 844

Shade, Daniel David

The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study.

Pub Date-Apr 81

Note-139p.; Master's Thesis, Brigham Young University, 1981.

Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Behavior Change, Early Childhood Education, *Family Relationship, Fathers, *Interaction Process Analysis, Intervention, Measures (Individuals), Mothers, Parent Child Relationship, *Parent Education, *Program Effectiveness, Research Design, Research Problems, Trend Analysis

Identifiers-*Parent Behavior, Replication, Social Support

The purpose of this exploratory study was to measure the impact of a specific style of parent education on parental behavior with their children. Six families, chosen by invitation from among parents participating in the Carbon County, Utah parent education programs, participated in the study. A BAB-ABBA single case experimental design was performed six times. (In this design the B sub-phases represent the treatment program and the A sub-phases represent a withdrawal or no treatment phase.) Three behaviors, or dependent variables, were measured in the participants' homes to ascertain change in parental behavior. Two of the dependent variables measured were parental supportive and instructive behaviors. These were defined and measured by asking the parents to assist their child succeed in a given task. The other dependent variable, the pattern of interaction with family members, was defined as horizontal or vertical interaction and was measured by coding weekly tape recordings of family dinner times. (Vertical was taken to mean behavior which is generally negative or unproductive, and horizontal was taken to mean behavior which is positive relationship building.) Missing baseline data and insufficient data points in each sub-phase of the BAB-ABBA eliminated the possibility of testing the study hypotheses and of drawing conclusions in regard to the parent education program as the determinant variable affecting parental behavior. However, a number of interesting trends in parental behavior emerged, showing strong initial involvement, cumulative effects, temporary effects, and a difference in response for each gender role. The study's limitations are discussed and recommendations for further research are suggested. (MP)

ED 216 773 PS 012 846

Klein, Charlotte M. Pelow, Randall A.

Research Findings Concerned with Fathers' Impact on Their Preschoolers.

Pub Date-May 82
Note-28p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Cognitive Development, Fatherless Family, *Fathers, Language Acquisition, *Parent Child Relationship, *Parent Influence, *Parent Role, *Preschool Children, School Readiness, Sex Role, Socialization

This paper discusses research findings concerned with the reemergent recognition of the role of the father in early childrearing, the attitudes these fathers have towards their parenting role, and the identifiable impact they have on their progeny. Following a brief review of the literature on (1) how the American culture prepares boys for fatherhood, and (2) problems in beginning fatherhood, a discussion is presented of specific spheres of paternal influence on the child's development (including language acquisition, socialization, cognitive development, and sex role development.) The influence of paternal absence on the child's development is also briefly examined. Finally, the paper focuses on fathers of children approaching school entrance and discusses the importance of this event for the father and also the importance of the father to the event. (MP)

ED 216 774 PS 012 848

Industry and Child Care Resource Bank. Alphabetical Title Bibliography.
Boulder Child Care Support Center, CO.
Pub Date-82
Note-64p.
Available from-Boulder Child Care Support Center, P.O. Box 791, Boulder, CO 80306 ($10.00; 10 or more copies, $8.00 each).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Day Care, Early Childhood Education, Guidelines, *Industry, *Resource Materials
Identifiers-*Employer Supported Child Care

This bibliography contains every listing available, as of the summer of 1982, in the Industry and Child Care Resource Bank located at the Boulder Child Care Support Center at 2160 Spruce Street, Boulder, Colorado. Each entry is annotated. References thought to be excellent sources of information are indicated by a star placed in the left hand column. Order forms are included. (RH)

ED 216 775 PS 012 849

Haddow, Susan Jones, Mary Ann

Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.

Child Welfare League of America, Inc., New York, N.Y.
Report No.-CWLA-AM-19; ISBN-0-87868-206-6
Pub Date-May 82
Note-36p.
Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Publication AM-19, $6.00).
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Administrators, *Child Caregivers, *Child Welfare, Geographic Distribution, Organization Size (Groups), *Professional Personnel, *Salaries, Social Workers, Statistical Distributions, Surveys, Tables (Data), *Voluntary Agencies
Identifiers-*Child Welfare League of America

This publication reports findings of the 1982 Child Welfare League of America's (CWLA) annual study of salaries and personnel issues conducted with the League's voluntary member agencies. Survey forms were sent to 220 voluntary accredited and provisional members of the CWLA and to the Florence Crittenton Division of the CWLA. Each agency was asked to report the total number of full-time and part-time staff employed as of January 1, 1982 in 17 specified job categories that were paid a salary, fee, or an hourly rate through the agency's regular budget or through a grant or special project budget. Data were obtained from 187 of the agencies surveyed. Salaries as of January 1, 1982 and salary trends are reported for 11 professional positions and analyzed by agency size and geographical region. Additionally presented is information concerning the use of volunteers by agencies, gains or losses in staff positions in 1981 and 1982, and salary increases for 1982. A list of agencies which participated in the study is provided in the appendix along with a copy of Form A which contains a list of the staff positions for which data were collected. (MP)

ED 216 776 PS 012 850

Hayes, Cheryl D., Ed.

Making Policies for Children: A Study of the Federal Process.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Report No.-ISBN-0-309-03241-5
Pub Date-82
Note-277p.
Available from-National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($13.95).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Citizen Participation, *Day Care, *Decision Making, *Family Programs, Federal Legislation, *Federal Programs, Federal Regulation, *Policy Formation, Public Policy
Identifiers-Special Supplemen Food Program Women Infants Child, Tax Deductions

To inform researchers and provide guidance to policy-makers inside and outside government who participate in federal decision-making affecting children, a study was conducted under the auspices of the Administration for Children, Youth and Families. Specific objectives of the study were (1) to develop a better understanding of how federal policies affecting children and their families are formulated, (2) to identify factors likely to influence the content of such policies in the near future, and (3) to offer observations concerning how participants in policy debates concerning children and their families can most effectively pursue their interests. In the first phase of the project the literature on policy determination was reviewed in order to examine existing theories of policy formation and to assess their potential as analytic frameworks. Then, three case studies of federal policy developments were made. Each of the case studies focused on one of the following areas: the special supplemental food program for women, infants, and children; the federal interagency day care requirements; and the child care tax deduction/credit. The case studies were analyzed and a new framework was devised for understanding and participating in the policy-making process. Conclusions concerning the nature of federal policy-making affecting children and effective participation in the policy-making process are drawn. Related materials are appended at the conclusion of each case study. (RH)

ED 216 777 PS 012 851

Travers, Jeffrey R., Ed. Light, Richard J., Ed.

Learning from Experience: Evaluating Early Childhood Demonstration Programs.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Report No.-ISBN-0-309-03232-6
Pub Date-82
Note-281p.
Available from-National Academy Press, 2101 Constitution Avenue, Washington, DC 20418 ($13.50).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Day Care, *Demonstration Programs, Disabilities, Disadvantaged Youth, *Early Childhood Education, Evaluation Methods, *Family Programs, Health, Intervention, Outcomes of Education, Preschool Education, *Program Evaluation, *Public Policy

Prepared by the Panel on Outcome Measurement in Early Childhood Demonstration Programs, this report attempts (1) to characterize recent developments in programs and policies for children and families that challenge traditional approaches to evaluation, and (2) to trace the implications of these developments for outcome measurement and for the broader conduct of evaluation studies. The report is divided into two parts. Part I begins by tracing the historical evolution of demonstration programs and their evaluations from 1960 to the mid-1970s. Next, the policy issues and programs that have evolved in recent years and that appear to be salient for the 1980s are examined in detail. Some important implications of these programs and policy developments for outcome measurement and evaluation design are then identified. Finally, implications of the evaluation process for the dissemination and utilization of results, for the organization and conduct of applied research, and for the articulation between applied research and basic social science are pointed out. Part II includes six background papers which were prepared by the panel members together with outside consultants to facilitate the panel's discussion of the evaluation of children's programs. Each paper covers a specific type of program: health, day care, family service, preschool compensatory education programs, and programs for the handicapped. In addition, a paper on the communication and dissemination of the results of evaluations is included. (MP)

ED 216 778 PS 012 853

Brown, Jeanne, Ed. And Others
Resources for the Family Day Care Provider.
Michigan State Univ., East Lansing. Cooperative Extension Service.
Report No.-EB-E-1593
Pub Date-Mar 82
Note-108p.
Available from-Michigan Cooperative Extension Service, MSU Bulletin Office, P.O. Box 231, East Lansing, MI 48824 (3.00).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Administration, *Child Caregivers, *Child Development, Discipline, Early Childhood Education, *Family Day Care, Food, Health, Insurance, Learning Activities, Moral Issues, Parent Teacher Cooperation, *Program Development, Record Keeping, Safety, Sexuality, Taxes

The 34 brief articles in this sourcebook for family day care providers are presented mainly in two large sections: (1) management of family day care business, and (2) interaction with children. Many of these articles pose and provide answers to questions that are likely to occur to child caregivers, such as ``Does the IRS really expect me to keep all these receipts?'' ``What can I expect an infant to be like?'' and ``Why are art experiences important?'' The first large section focuses on three subtopics: business, health and safety, and food. Subsections of the second large category discuss characteristics of and appropriate responses to infants and toddlers; program planning in the areas of art, science, and number skills; and ways of responding skillfully to situations involving issues of right and wrong, discipline, and children's interest in sex. The brief introductory section of the sourcebook discusses problematic aspects of conducting a business in a family setting and the parent/provider relationship. Summary remarks detail the developmental characteristics of children from 2 to 12 years of age in terms of appearance, abilities and social relationships, and suggest age-appropriate developmental activities. (RH)

Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary.

California State Dept. of Education, Sacramento.
Pub Date-82
Note-11p.; For related document, see PS 012 857. A Report to the Joint Legislative Budget Committee as Required by Education Code Section 82[illegible]3.5.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25, plus sales tax for California residents).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness, *Day Care, *Delivery Systems, Early Childhood Education, Private Agencies, *Program Costs, Public Agencies, *Public Support, State Programs
Identifiers-California

Part I of this annual report of the California State Department of Education on child care services addresses policy questions suggested by the legislative reporting requirements for child development programs. These requirements include descriptions of the children and families served, the agencies providing subsidized child care services, and the cost and quality of subsidized child care. (In the report, the term program'' refers to the specific funding source which determines the type of services to be provided.) (MP)

ED 216 780 PS 012 855

Maluccio, Anthony N., Ed. Sinanoglu, Paula A., Ed.

The Challenge of Partnership: Working with Parents of Children in Foster Care.

Child Welfare League of America, Inc., New York, N.Y.; Connecticut Univ., Storrs. School of Social Work.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.-ISBN-0-87868-180-9; ISBN-0-87868-198-1

Pub Date-81

Grant-ACYF-90-C-1441

Note-225p.

Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Hard cover, $14.00; soft cover, $8.95; add $1.50 shipping).

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Reports - Descriptive (141) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-Attachment Behavior, Caseworker Approach, Ecological Factors, *Family Involvement, Foster Children, *Foster Family, Helping Relationship, Literature Reviews, Models, Organizational Development, *Parent Education, *Parent Participation, *Parent Role, Peer Counseling, Program Descriptions, Residential Care, *Teaching Methods

Identifiers-*Biological Parents, Parenting, Permanency Planning (Foster Care)

The 11 papers assembled in this volume reflect the readiness of professional social work to develop practice approaches for working with parents of children in foster care. The papers were written from different perspectives, emphasize diverse aspects of foster care, and disagree on many issues. A unifying theme exists, however, in the shared premise that one should work with biological parents as partners, rather than noncontributors or adversaries, to achieve the basic child welfare goal of a secure, stable, and loving home for each child. Papers are presented under four general headings: overview of the book's theme, focus on parents and families, practice approaches for working with parents, and roles and relationships of foster parents with biological parents. (MP)

ED 216 781 PS 012 857

Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary.

California State Dept. of Education, Sacramento.

Pub Date-82

Note-7p.; For related document, see PS 012 854. A Report to the Joint Legislative Budget Committee as Required by Education Code Section 8243.5.

Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25, plus sales tax for California residents).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Day Care, *Delivery Systems, Educational Facilities, Low Income Groups, *Preschool Education, Private Agencies, *Program Costs, *Program Effectiveness, Public Agencies, State Programs

Identifiers-California, *Subsidized Child Care Services

The second part of the California State Department of Education annual report on publicly subsidized child care services, this document describes services provided by California's preschool programs during the fiscal year of 1979-80. Included are brief statistical descriptions of the children and families served, the providers of state preschool services, and the cost and quality of these services. (MP)

ED 216 782 PS 012 858

Palm, Glen Boyer, Margaret

Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis.

Southside Child Care Committee, Minneapolis, MN.

Pub Date-79

Note-160p.; Supported by the Minneapolis Urban Corps Program.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Day Care, Delphi Technique, Early Childhood Education, *Educational Policy, Family Characteristics, Family Health, Family Income, Information Dissemination, Interviews, *Long Range Planning, *Needs Assessment, Neighborhoods, *Parent Attitudes, Questionnaires

Identifiers-Minnesota (Minneapolis)

A study was conducted by the South Side Child Care Committee (SSCCC) primarily to assess the future child care needs of parents residing in seven neighborhoods of South Minneapolis and to involve community members in policy formation and program planning processes. Initially, a pilot study utilizing the Delphi approach and a SSCCC-developed questionnaire was conducted among 54 families in a large, low income South Minneapolis neighborhood with few child care programs. The Delphi technique is a method for structuring a group communication process that equalizes the flow of information to and from all participants. After the pilot study, a door-to-door survey was conducted in all seven neighborhoods in two rounds. Round I involved a random sample of 167 persons and Round II involved 126 persons. The questionnaire used in Round I was open-ended to obtain parents' ideas. The Round II questionnaire prioritized items from Round I and elicited policy forecasts and preferences for the next 6 to 7 years. Because dissemination of information was considered to be perhaps the most important aspect of the study, results were fed back to all survey participants. Additionally, reports were made to the SSCCC and a subcommittee, and Round I and II results were sent to the neighborhood organization in each neighboorhood surveyed. Results are discussed and survey instruments are appended. (RH)

ED 216 783 PS 012 859

Wilson, S. LaVernn

Positive Approach to Self-Awareness - Multicultural Awareness.

Pub Date-81

Note-23p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Activities, *Cultural Awareness, *Multicultural Education, Non English Speaking, *Preschool Children, Preschool Education

Identifiers-Holidays

Guidelines are provided in this brief paper for increasing preschool children's cultural awareness by implementing aspects of a multicultural curriculum. First, standards for selecting personnel who are able to effectively implement cultural awareness activities are listed. Then procedures and materials for teaching preschool children how to differentiate positive differences and similarities, how to enjoy themselves, and how to accept differences in others are illustrated. Subsequently, illustrative activities for increasing children's awareness of cultures, ethnic groups, and racial groups are suggested. Finally, general guidelines are stipulated which are considered to be basic to all cultural awareness activities and particularly important in work with non-English speaking preschoolers. A seasonal calendar of children's festivals from many lands is appended, listing continent, country, name of festival, and date and factual background information. Illustrative activities for several of the festivals are also appended. (RH)

ED 216 784 PS 012 860

Geismar, Lori A. And Others

Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers.

Pub Date-Apr 82

Note-19p.; Paper presented at the Annual Conference of the National Coalition for Campus Child Care (6th, Greenvale, NY, April 14-16, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development Specialists, *Day Care Centers, Early Childhood Education, Educational Benefits, *Laboratory Schools, *Parent Participation, Professional Development, Program Evaluation, *Researchers, Research Projects, Scheduling, *Student Participation, Teacher Selection, Training, Undergraduate Students

Identifiers-State University of New York Buffalo

Adult participation at the Early Childhood Research Center (ECRC) of the State University of New York at Buffalo is described in this paper. Five different programs serving families with infants, toddlers, and children 3 and 4 years old are briefly described to illustrate the complexity of program coordination at ECRC. The roles of staff teaching, students, undergraduate researchers, community parents, other professionals, and adult participants are discussed in terms of four processes: selection of teaching staff, scheduling of participants, training/development benefits to participants, and formal and informal program evaluation/monitoring activities conducted by participants for program improvement. Appended diagrams illustrate contributions from adult participants and benefits to those who participate in the programs. (RH)

ED 216 785 PS 012 864

Ferando, Annette Newbert, David

Single Mother's Resource Handbook.

Head Start Child Development Corp., Omaha, NE.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-82
Note-59p.
Available from-WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($3.50).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assertiveness, Laws, *Mothers, *One Parent Family, Parent Child Relationship, Program Descriptions, *Relaxation Training, Resource Materials, *Self Concept, *Sexuality, Skill Development
Identifiers-Parenting

Funded under the Women's Educational Equity Act, the Assertiveness Training Program for Single Mothers was offered to mothers with children enrolled in the Omaha Head Start and Parent-Child Center Programs. The 16-week long program, providing a total of 40 hours of training, covered a wide range of topics in addition to the initial workshops on assertiveness. Human sexuality, parenting skills, relaxation techniques, positive thinking, and community resources (e.g., law, housing, credit) were among the topics discussed. Basically, the original goals of the training were that participants would (1) gain a positive self-image, (2) recognize the alternatives available to them, (3) be able to express their needs and feelings to others, (4) take advantage of resources at their disposal, (5) implement in their own homes positive actions that would influence their children, and (6) acquire problem-solving skills that would enable them to make decisions and accept responsibility for their choices. Designed with other single mothers in mind and to include input from parents participating in the training program, contents of this handbook are organized under six topic headings: Being Assertive, Relaxing, Parenting, Being Positive, Sexuality, and Law/Your Rights. Each of the six brief articles provide suggestions, recommendations, and basic concepts, and are accompanied by photographs of mothers participating in the training and with their children. (RH)

ED 216 786 PS 012 865

Corsi, Patricia Mitchell And Others

A Just Beginning: Sex Equity Manual for Childbirth Educators.

Childbirth Education Association, Monongahela, PA.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date-81

Note-212p.

Available from-WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($9.75).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Assertiveness, Guidelines, *Human Relations, Measures (Individuals), Models, Parent Education, Resource Materials, Role Playing, *Sensitivity Training, *Sex Fairness, *Sex Stereotypes, Simulation, Units of Study, Workshops

Identifiers-Johari Window Model, Parenting, Warm Up Exercises

Divided into eight sections, this training manual describes the philosophy, activities, and materials employed by a workshop designed to help childbirth educators reduce sex-role stereotyping in their classes. The first section explains the relationships of sex-role stereotyping to childbirth education, defines the problem of stereotyping, and concludes by describing how the workshop fits into the large process of social change. Sections two and three explain the training philosophy behind the workshops, offer an overview of human relations training, relate that training to childbirth education, and finally provide a conceptual model for the skills developed in the workshop. A detailed outline of all the activities used in the the workshop model is provided in the third section. Activities are broken down into seven modules, each of which includes, in suggested order of presentation, simulations, warm-ups, lecturettes, and structured exercises. The next four sections elaborate on the items listed in the workshop model outline. In the first of these sections, two models which simulate situations relevant to childbirth education, CESIM'' (Childbirth Education Simulation) and MIDSIM'' (Midtown Simulation), are described. The sections which follow, Lecturettes,'' Warm-Ups,'' and Structured Exercises,'' comprise the bulk of the workshop material. They detail the content of the workshop, the introductory activities, and participant-centered experiences. A list of books and organizations useful to persons interested in reducing sex-role stereotyping is included in the final section of the manual. (MP)

ED 216 787 PS 012 866

Moore, Shirley G., Ed. Cooper, Catherine R., Ed.
The Young Child: Reviews of Research, Volume 3.
National Association for the Education of Young Children, Washington, D.C.
Report No.-ISBN-0-912674-78-4
Pub Date-82
Note-304p.
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC #206, $6.50).
Pub Type- Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Biological Influences, *Child Development, Child Rearing, Early Childhood Education, Interpersonal Competence, *Interpersonal Relationship, *Language Acquisition, Literature Reviews, Parent Child Relationship, Peer Relationship, Psychopathology, Research Utilization, *Social Development, *Young Children
Identifiers-*Special Needs Students

This volume contains an introductory chapter on the use of research, and 13 reviews of the most recent research findings in selected areas of child development. The reviews are on topics of particular concern to practitioners in education, child care, and health and psychological services, and are appropriate for post-secondary, college-level, and graduate students, as well as for practicing professionals and parent education programs. The reviews are clustered under five general topics: socioemotional beginnings, language and thinking, children's social relationships, biological factors in development, and special needs of children. Each of the five clusters is preceded by a brief overview of the cluster content and a commentary on the major themes recurring in the cluster. Subject and author indexes, a list of contributors, and a list of selected publications of the National Association for the Education of Young Children are given at the end of the book. (MP)

ED 216 788 PS 012 867

Wolfgang, Charles H. Glickman, Carl D.

Solving Discipline Problems: Strategies for Classroom Teachers.

Report No.-ISBN-0-205-06888-X
Pub Date-80
Note-276p.
Available from-Allyn and Bacon, Inc., Longwood Division, College and Professional Publications, 470 Atlantic Avenue, Boston, MA 02210 ($24.95, plus postage).
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Behavior Modification, Case Studies, *Classroom Techniques, Developmental Psychology, *Discipline, Elementary Education, Guidelines, *Models, Psychological Studies, Punishment, Socialization, Student Teacher Relationship, *Teacher Behavior, *Teaching Methods
Identifiers-*Teacher Behavior Continuum

This book provides classroom teachers with a variety of discipline models, techniques, methods, and constructs designed to enable them to move beyond a singular approach in handling classroom behavior problems. The book first discusses the Teacher Behavior Continuum (TBC) which shows the teacher the context of his or her own general behavior with disruptive children, and then uses the TBC as a construct for viewing three major schools of psychological thought on managing students (the Non-Interventionists, the Interventionists, and the Interactionalists). The most popular authors of each major school are discussed and their specific model strategies are explained. Subsequently, the stages of a child's social development is explained in terms of assessment criteria used to determine appropriate strategies for individual children, and a school process of ''staffing'' is suggested to demonstrate how a school team might ''mainstream'' difficult students. Finally, the strengths and limitations of each model are pointed out, and suggestions for educational change are outlined. An inventory designed to help teachers assess their own beliefs on classroom discipline is included in Appendix A, and three case-studies describing how teachers of different beliefs made beginning choices and developed their own eclectic pathway of dealing with misbehaving students are presented in Appendix B. A brief discussion of moral reasoning from 7 years to adulthood is included in Appendix C. (MP)

ED 216 789 PS 012 868

Wright, Wynn D., Ed.
The Washington District School Volunteer Program.
Washington School District, Phoenix, Ariz.
Pub Date-79
Note-57p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Early Childhood Education, Guidelines, *Orientation, *Program Development, *Program Evaluation, *Recruitment, Teaching Methods, *Volunteers
Identifiers-*School Volunteer Program

Prepared to assist principals, teachers, and volunteers who wish to be part of a district-wide school volunteer program, this booklet lists six steps for planning, organizing, implementing, and evaluating a program for school volunteers. Included in these steps is information on (1) starting such a program (i.e., creating a coordinating committee which includes a school principal, a school volunteer coordinator, and a teacher representative); (2) determining the needs of the volunteer program; (3) recruiting school volunteers; (4) organizing an orientation meeting for all school volunteers; (5) orienting teachers to volunteers; and (6) evaluating the program. Sample forms for assessment, recruitment, and assignment of volunteers, as well as for evaluation of a school volunteers program are appended, along with a volunteer handbook. (MP)

ED 216 790 PS 012 869

Wright, Wynn D.

Focus on the Kindergarten. Early Childhood Education Series 1.

Washington School District, Phoenix, Ariz.
Pub Date-72
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, *Kindergarten, Parent Education, *Parent Role, *School Readiness

First in a series of publications prepared by the Washington Elementary District No. 6, Arizona, this early childhood bulletin was designed to familiarize parents (with children about to enter kindergarten) with program requirements, activities, and curriculum. Brief information is included on how parents can prepare their children physically and mentally for kindergarten and a typical kindergarten day's activity. Curriculum content is also described, including science, reading, human relations, language arts, mathematics, music, and art. (MP)

ED 216 791 PS 012 870

Wright, Wynn D., Ed.
A Cooking Curriculum.
Washington School District, Phoenix, Ariz.
Pub Date-Jul 75
Note-69p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cooking Instruction, Curriculum Enrichment, Curriculum Guides, *Elementary School Students, *Kindergarten Children, *Learning Activities, Learning Experience, Primary Education
Identifiers-*Recipes (Food), Seasons

This cooking curriculum, issued by the Washington District Early Childhood Council, details specific ways in which language arts, math, science, and social studies may be taught through cooking specific recipes. Cooking activities and recipes are presented for the fall, winter, and spring months, and guidelines are provided for preparing children's all-time favorite foods and foods from different countries (including, among others, Finland, France, Germany, Ireland, India, and Mexico). A list of children's literature (fiction and non-fiction) and other cookbook references for use with classroom cooking exercises is appended, along with a safety list, a glossary of cooking terms, drawings of utensils for chart-making, and sample letter to parents. (MP)

ED 216 792 PS 012 872

Weatherl, Rutha
Handbook for Caregivers: And Away We Go!
Lincoln Public Schools, Nebr.
Pub Date-80
Note-57p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Caregivers, *Childhood Needs, Early Childhood Education, *Learning Activities, *Teacher Role, *Teaching Methods
Identifiers-*Project Head Start

This handbook, designed to assist a beginning Head Start caregiver, includes guidelines for planning and organizing class activities in order to meet the individual child's needs and interests. First, the document outlines some effective ways for dealing with discipline problems, planning classroom sessions, encouraging the child's self-selection of activities, and working with parents. Then it lists various self-selected activities a child might choose to participate in and describes the caregiver role in each. Presented are activities in the areas of art, block-building, games, housekeeping, playdough, science, waterplay, woodworking, mealtime, cooking experience, active play, field trips, rug time, favorite stories, and finger plays. (MP)

ED 216 793 PS 012 873

Katzki, Kate

Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.

Johnson Foundation, Inc., Racine, Wis.
Pub Date-Nov 78
Note-52p.; A Wingspread Conference in observance of the International Year of the Child convened by the Committee of Nongovernmental Organizations for the International Year of the Child and the United States Committee for UNICEF.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agency Cooperation, *Agency Role, Conferences, Cultural Isolation, *Culture Conflict, *Emotional Experience, Government Role, *Individual Needs, Intervention, *Migrant Children, *Private Agencies, Public Agencies, *Refugees

A symposium addressing the needs of uprooted migrant and refugee children and the role of non-governmental organizations (NGOs) in meeting those needs took place at Wingspread, Racine, Wisconsin in November, 1978. Uprooted children are those migrant and refugee children who have lost their identity as the result of being forced, for socioeconomic, political, or religious reasons, to live in a foreign country. They have not absorbed the shock of the change and have not established ties in their new surroundings. Participants in the symposium were selected for their special experience with migrant children in both receiving and sending countries of Europe and North America. Participants represented governments, international and national social service agencies, and intergovernmental agencies, such as UNICEF. One group of participants dealt with questions regarding governments their legislation and regulations, attitudes, understanding or lack of it, apathy, and relationship with NGOs. The second group discussed issues within the NGO world relating to experiences, activities, and programs. Both groups dealt with problems as viewed by NGOs. Contents of the symposium report describe the background to the symposium, characterize the discussions held, explore the relationship of NGOs to governmental agencies and the private sector, and list general recommendations as well as many specific recommendations for action. The brief working paper prepared for the symposium is appended. (RH)

ED 216 794 PS 012 879

What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office

General Accounting Office, Washington, D.C.
Report No.-GAO/CED-82-65
Pub Date-25 May 82
Note-90p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies are free of charge).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Delivery Systems, *Elementary Secondary Education, Federal Aid, *Federal Programs, *Government Role, Needs Assessment, *Nutrition Instruction, Private Agencies, Public Agencies

This report discusses the importance of nutrition education in the elementary and secondary schools as it relates to (1) improving eating habits, (2) reducing food waste, and (3) aiding or reducing the need for other federally supported nutrition education activities. Also discussed is the status of nutrition education in the schools and what the Federal Government can do to help improve it. Appendices include lists of GAO publications on various federal food and nutrition efforts and on federally funded nutrition education and related projects; a description of the Nutrition Education Training activities in California, Illinois, New York, and Texas; and a copy of a letter issued to GAO from the Assistant Secretary for Food and Consumer Services. (MP)

ED 216 795 PS 012 881

Shultz, Glen F.

An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.

Lodi School District, WI.

Pub Date-11 Feb 82

Note-16p.; For related document, see ED 201 413.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary School Teachers, *Kindergarten, Primary Education, *Program Effectiveness, *School Schedules, School Visitation, Surveys, Teacher Attitudes, *Time Factors (Learning)

Identifiers-Alternate Day Programs, *Full Day Programs, Half Day Programs, Wisconsin (Lodi)

In this second phase of the School District of Lodi study concerning kindergarten scheduling, the question, What are the long-range effects of the full day/alternate days schedule?'' was addressed. In an effort to answer the question, the following took place: (1) the literature was reviewed; (2) teachers from grades 1, 2, and 3 were surveyed to determine how they perceived the school readiness level of children who had attended a full day/alternate days program as compared to the school readiness of children who had attended a half day/every day program; (3) a district which had adopted the full day/alternate days schedule was revisited; and (4) a study of full day/every day scheduling was initiated. Results are discussed. (A current list of districts in Wisconsin with full day/alternate days kindergartens is appended, along with a copy of the survey instrument.) (MP)

ED 216 796   PS 012 883

Dorr, Aimee And Others

An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV.

University of Southern California, Los Angeles. Annenberg School of Communications.

Pub Date-13 May 81

Note-394p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Age Differences, *Childhood Attitudes, Children, *Childrens Television, Commercial Television, Consumer Education, *Instructional Materials, Interviews, *Learning Activities, Pilot Projects, Program Evaluation, *Programing (Broadcast), Questionnaires, Television Research, *Television Viewing

Identifiers-National Broadcasting Company

Reported in this document are findings from an evaluation of three kinds of prosocial children's programming broadcasted by the NBC network during the 1980-81 season. The prosocial programmings evaluated were Drawing Power,'' Play Alongs,'' and How to Watch TV''. The primary goals of the study, as stated by NBC, were to evaluate the appeal and impact of these programmings on young children (ages 5 to 12 years), and to obtain additional ideas about prosocial programming for the 1981-82 season. Following a brief introductory overview of the study, sections II, III, and IV present the results obtained for each of the above programmings. Each section begins by describing the prosocial programming being evaluated and the particular appeal and impact of the programming addressed. This is followed by a description of the methods used, a presentation of the results, and a short summary. Section V of the report describes pilot research, conducted by the second author as a pilot study for her doctoral dissertation, on how children think and feel about prosocial programming. The report ends with a brief general discussion of this study's findings and their importance for network Saturday morning prosocial programming. Copies of the various instruments used to collect data are included in appendices A to N. (MP)

ED 216 797 PS 012 884

Canipe, Sharon W.
Open Education and Student Performance.
Pub Date-81
Note-18p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Comparative Analysis, Creativity, Elementary Education, *Elementary School Students, Literature Reviews, *Open Education, *Outcomes of Education, Performance Factors, Self Concept, *Traditional Schools

Considerable research has focused on comparative studies of open and traditional classrooms which have used standardized test scores as well as measurements of self-perception, creativity, adjustment to school. classroom structure, and teacher control. This paper briefly reviews some of these research findings and discusses the implications of these findings for school administrators. (MP)

ED 216 798 PS 012 889

Early Childhood Education Study: Washington's Three and Four Year Olds.
Educational Service District 121, Seattle, Wash.
Pub Date-Dec 81
Note-330p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Administrators, *Day Care, *Delivery Systems, Demography, Demonstration Programs, *Early Childhood Education, Educational Innovation, *Educational Practices, Outcomes of Education, Parent Attitudes, Population Trends, Private Agencies, *Program Descriptions, Public Agencies, Questionnaires, Rural Urban Differences, State Aid, State Surveys, Teacher Qualifications
Identifiers-*Washington

This report is the culmination of an 8-1/2 month study designed, at the request of the Washington State Board of Education and the State Superintendent of Public Instruction, to provide the data base necessary for consideration of voluntary early childhood education programs in the common school system of the State of Washington. Four major tasks were involved in the study design: (1) a description of Washington's 3- and 4-year-old population; (2) a collection of parent and provider information through a survey and the convening of Parent Forums throughout the state; (3) the identification of model programs and promising practices; and (4) the submission of a final report, drawing conclusions from the data generated, which would provide the basis for recommendations concerning the status of existing programs and future directions in early childhood education. Findings from each of the above tasks are presented after an introductory overview of the study's objectives, a discussion of early childhood programs from national and state perspectives, and a review of relevant research. Also included in the report are an executive summary of the study, a bibliography, and appendices. Included in the appendices are copies of parent and program questionnaires and cover letters, as well as a list of states that recognize CDA, and a list of professional organizations associated with early childhood education in the state of Washington. (MP)

ED 216 799 PS 012 890

Potter, Ellen F.

Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.

Pub Date-Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Age Differences, Classroom Communication, Content Analysis, Feedback, Incidence, *Learning Activities, Learning Centers (Classroom), *Preschool Children, Preschool Education, *Standards, *Teacher Response
Identifiers-*Achievement Standards, Coding, Naturalistic Observation

Focusing particularly on messages transmitted by socializing agents in preschool settings, this exploratory study investigates (1) the incidence of communication events in which standards for achievement are expressed, (2) the nature of the standards, and (3) variations across settings in the nature of standard-setting events. The relationship of across-setting variations to differences in tasks, age differences of children, and differences between programs was also investigated. Data was collected through naturalistic observation in six preschool classroom learning centers in three day care centers. Ninety-eight 5 minute recordings of observations of learning centers were coded for presence of achievement standards and for a number of behaviors related to the setting of standards, such as teachers' evaluations and children's bids for teacher attention. Categories of tasks and standards were developed from a content analysis of the observational records. Tasks observed involved art project, creative art, practical cooking, perceptual-motor, and cognitive/school'' preparation activities. Standards were coded in terms of (1) any standard, (2) correctness, (3) practical workability, (4) aesthetic, (5) creativity, (6) speed, and (7) modeling of product or process. Due to the exploratory nature of this investigation and the infrequent occurrence of many variables, only descriptive data of frequency of occurrence is given. Findings are discussed. (RH)

ED 216 800 RC 011 663

Indian Culture in the Classroom. A Joint Effort of the Community and School.

Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G06-77-01009(529)
Note-202p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-American Indian Culture, *American Indian Studies, Community Involvement, *Community Resources, Community Surveys, Cultural Awareness, *Cultural Education, Elementary Secondary Education, *Enrichment Activities, Human Resources, Language Enrichment, *Teacher Developed Materials, Tribes
Identifiers-*American Indian History, Creek (Tribe), Cultural Contributions, *Culture Based Curriculum, Oklahoma, Osage (Tribe), Shawnee (Tribe)

Designed to capture the rich essence of local Indian culture and to involve members of the Indian community, the guide reflects the story of seven teachers who portrayed in their classrooms the rich culture of the Creek, Osage and Shawnee Indians. Section I introduces the reader to the teachers, the classes they taught, and their initial steps in developing their lesson plans. Section II describes how each teacher captured a desired aspect of the culture and brought it to life in the classroom, such as the collaboration with members of the Creek Council to study contemporary issues of the Creek Indians in a middle school English class and a high school social studies class; insights into the Osage culture and history through storytelling, along with ideas of how to teach first, sixth, seventh and eighth grade students; and insights of Shawnee Indian culture and history through language instruction and information was used in a middle school bilingual education class (multilingual stories are provided). Section III presents teachers' reflections of their involvement in the development and teaching of Native American materials. (ERB)

Native American Programs and Research: A Survey Report Conducted by Arizona State University.

Arizona State Univ., Tempe. Center for Indian Education.
Pub Date-May 81
Note-49p.; Sponsored by the Ad Hoc Committee on Native American Programs.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, *American Indian Studies, College Curriculum, *College Programs, Community Services, *Courses, *Enrollment, Higher Education, Postsecondary Education, *Research Projects, State Universities, Surveys
Identifiers-*Arizona State University

A university-wide survey was conducted in February and March 1980 to learn the scope of research and of other academic and service activities devoted to the American Indian at Arizona State University (ASU). All of the University's major academic units responded. Only two of the major colleges (College of Architecture and College of Business Administration) had no Native American-related activities. Responses (most of which have been updated) are arranged alphabetically by college, library, or other academic and service units. Information for each college is listed by departments, courses, research, and community services. The ASU Ad Hoc Committee on Native American Programs' purpose, members, and goals are included, as well as ASU's American Indian enrollment statistics, and ASU's Native American student services, organizations, and activities. (AH)

ED 216 802 RC 013 279

Toro, Leonor

Eventos de Marzo (March Events).

Connecticut State Migratory Children's Program, New Haven.

Spons Agency-Hamden-New Haven Cooperative Education Center, Conn.

Pub Date-Mar 82

Note-71p.; For related documents, see ED 207 783-784, ED 212 394-395 and RC 013 402. Paper copy not available due to publisher's choice.

Available from-Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Leaders, *Cultural Activities, Cultural Awareness, *Cultural Background, Hispanic Americans, Instructional Materials, Learning Activities, *Migrant Education, Migrant Workers, Poetry, Puerto Rican Culture, *Puerto Ricans, *Slavery

Identifiers-Cultural Contributions, *Holidays

Designed for teachers, this booklet, written in Spanish, contains information on seven March events: La Ley Jones; Pachin Marin; San Patricio; Primavera; Luis Pales Matos; La Masacre de Ponce; and La Esclavitud. The first section provides an overview of the Ley Jones, which introduced the bill of rights and made American citizenship obligatory for Puerto Ricans. Biographical sketches of Pachin Marin and Luis Pales Matos are followed by two poems by each poet. A brief biographical sketch of San Patricio, Ireland's patron, precedes a discussion of St. Patrick's Day, a myth of spring, and three poems about spring. The 1937 Masacre de Ponce, where 21 nationalists were killed and about 200 more were wounded, is recounted. The section on esclavitud includes brief discussions of the beginning of slavery, present-day enslavement of migrant workers, the abolishment of slavery, ways a slave could obtain his freedom, and the political and abolitionary struggles; a brief adaptation of the legend of Carabali, a rebellious slave; two poems; and brief biographical sketches of four Puerto Rican abolitionists (Francisco Mariano Quinones, Jose Julian Acosta, Segundo Ruis Belvis, and Ramon Emeterio Betances). Discussion questions, multiple choice and fill-in-the-blank exercises, scrambled word and vocabulary development activities are included. (NQA)

ED 216 803 RC 013 280

Cabello, Victor And Others
Una Visita al Viejo San Juan (A Visit to Old San Juan).
Hamden-New Haven Cooperative Education Center, Conn.
Spons Agency-Bureau of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date-80
Note-90p.; Paper copy not available due to publisher's choice.
Available from-Migratory Ethnic/Arts Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, Hispanic Americans, Illustrations, Instructional Materials, *Latin American History, Learning Activities, *Migrant Education, *Puerto Ricans, Social Studies
Identifiers-*Historical Landmarks, *Puerto Rico (Old San Juan)

Written in Spanish, this black and white illustrated booklet provides a tour of Old San Juan, Puerto Rico's oldest and most historic city. Brief historical information is provided on the Perro de San Jeronimo, a statue of a barking dog found in front of the Castillo; Plaza de Colon, a small plaza dedicated to Christopher Columbus; the Catedral de San Juan Bautista, a cathedral housing the remains of Don Juan Ponce de Leon; Plazuela de la Rogativa, according to legend the British troops fled when they saw a religious procession of women and thought new military troops had arrived on the island; Casa Blanca, first occupied by the family of Ponce de Leon, later by military commanders, and today is a cultural center; the Iglesia San Jose, the Convento Dominico, and the Plaza San Jose; and the Fuerte de San Felipe del Morro, which served as a fortress against all invaders. Fill-in-the-blank, dictionary, and discussion activities are provided throughout the booklet, which concludes with a chronology of important dates in the history of Old San Juan and a map of Old San Juan. (NQA)

ED 216 804 RC 013 281

Tirado, Valentin Tirado, Rosa

Teresita and Carlitos.

Connecticut State Migratory Children's Program, New Haven.

Spons Agency-Connecticut State Dept. of Education, Hartford.

Pub Date-79

Note-59p.; Paper copy not available due to publisher's choice.

Available from-Migratory Curriculum Development Project, Hamden-New Haven Cooperative Education, 1450 Whitney Ave., Hamden, CT 06517-2497.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness, *Curriculum Enrichment, Elementary Education, Instructional Materials, *Language Arts, *Language Experience Approach, Learning Activities, *Migrant Children, *Puerto Ricans, *Supplementary Reading Materials, Vocabulary Development

A story, as told by two migrant children to their classmates, begins with the loss of their father's job in Puerto Rico, and continues with the circumstances surrounding their move to Connecticut, the airplane flight to the United States, their first home on a tobacco farm, their move to the neighboring city, and ends as the bell rings for their next class. Black and white drawings illustrate the story. Appended are seven language arts activities: putting events in sequence, synonyms, antonyms, alphabetical order, writing a paragraph, finding mistakes, and scrambled words. (AH)

ED 216 805 RC 013 312

Juarez, Juan R.

Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.

Pub Date-82
Note-50p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Students, *Cognitive Style, *Curriculum Development, Developmental Stages, *Educational Theories, Epistemology, *Learning Theories, Literature Reviews, Models, Spanish Speaking, Transfer of Training
Identifiers-*Bruner (Jerome S), *Gagne (Robert M), Piaget (Jean), Piagetian Theory

The cognitive learning theories of Bruner and Gagne and the developmental psychology of Piaget play a central role in the development of curriculum models and instructional strategies to better serve the needs of bilingual children or those whose native language is not English. Each theory has components that may be useful to certain stages in development of a bilingual child. Depending on such factors as individual differences, degree of bilingualism, cultural heritage, and teacher and societal attitudes toward ethnicity and bilingual education, elements of any theory may be utilized in the schooling process. Caution must be exercised in the utilization of any single theory for any length of time. Only careful research and classroom experimentation with methodology instructional strategies, materials, and testing mechanisms will succeed in achieving humane results for bilingual students. The basic tenets of the work of Gagne, Bruner, and Piaget are discussed. Three learning models consistent with their thoughts are depicted and the problem areas with each model are discussed: Concept Attainment Model (Bruner), Developmental Model (Piaget), and Operant Conditioning Model (Gagne). A chart depicts the high points of each of the cited theoreticians and indicates how they correlate to bilingual education. (Author/NQA)

ED 216 806 RC 013 324

Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Pub Date- 80

Note-119p.; Paper copy not available due to poor print quality.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Ability Identification, *American Indian Education, American Indian Literature, *Cultural Differences, Elementary Secondary Education, Language Acquisition, *Language Arts, Language Experience Approach, *Language Skills, *Reading Instruction, *Relevance (Education), Remedial Instruction, Resource Materials, Student Needs

Identifiers-Sioux (Tribe)

In order to support the theory that Indian students are culturally different in general and that their culture is good and can be utilized in instruction to help students learn, a review of literature, ideas, and materials are provided to help teachers utilize the different''

theory in their classrooms. Although most of the materials cited deal with reading and language instruction, many of the ideas and materials could be used in classes other than reading and language arts. The first article, concerned with teaching reading to Indian children, is followed by items on language development and language experiences. Next, various aspects of reading instruction are explored. A skills continuum for language arts examines skills goals for K-6. A section on inclusion of Indian culture materials provides guidelines, bibliographies, and availabilities of materials suitable for American Indian students of all ages. The document concludes with bibliographies of books by and about the Sioux, Fort Berthold, Turtle Mountain, and other Indian literature. (BRR)

ED 216 807 RC 013 335

Riley, Michael N.

The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''

Pub Date- 81

Note-21p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Achievement Need, Biculturalism, Bilingual Education, Cultural Differences, *Culture Conflict, *Family Influence, *Immigrants, Language Attitudes, *Mexican Americans, Middle Class Standards, Parent Aspiration, Parent Attitudes, Parent Influence, Socialization, Success

Identifiers-*Hunger of Memory, *Rodriguez (Richard)

Richard Rodriguez's Hunger of Memory,'' which describes his journey from a bilingual, socially disadvantaged child, the son of Mexican immigrant working class parents, to Doctor of English literature, university professor and author, is examined to provide a deeper understanding of what makes the assimilation process happen, what it costs, and why it does not happen for many Mexican Americans. The paper discusses Richard's feelings of culture shock; alienation from the public and family; embarrassment and denial of his past; break from the Mexican culture; hard work as he tries to establish his future; imitation of the cultural values of American middle class; encouragement and acceptance by his new world; feelings of emptiness once he has achieved success; attempt to return to his cultural roots to find a more satisfying meaning to his existence; his discovery of the vast separation that has been created, and will remain irrevocably intact, by the assimilation process. The reasons why Richard became an individual success while other Mexican Americans fail to achieve success are discussed (i.e., his parents' aspirations and definite ideas about their social class, their break with the Mexican culture, Richard's early exposure to the better life, and his private school experiences). (NQA)

ED 216 808 RC 013 338

People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981.

Ontario Dept. of Education, Toronto.

Spons Agency-Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Report No.-ISBN-0-7743-6708-3

Pub Date-81

Note-101p.; Paper copy not available due to publisher's preference.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture, American Indian Education, *American Indian Studies, Audiovisual Aids, *Canada Natives, *Cultural Awareness, Cultural Differences, Eskimos, Family (Sociological Unit), *Federal Indian Relationship, Federal Legislation, Indigenous Populations, Secondary Education, Units of Study

Identifiers-*American Indian History, *Canada

The guide provides the opportunity for teachers and students (Native and non-Native) to examine in depth many aspects of the life of Native peoples in the Canadian context, in the context of North America, and in relation to the life of indigenous peoples of other countries. The resource guide of 17 units of study include objectives such as: an overview of the history and contemporary situation of the Canadian Indian (status, non-status, and Metis); an awareness of the social impact of cultural and human interaction; an appreciation for the differences among peoples and groups in Canadian society; an understanding of Native peoples through an examination of their culture, the relationship between Canada's Native peoples and Canadian law, and a global perspective on the contemporary situation of Canada's Native peoples; and an awareness of other indigenous peoples in the world. The guideline can be used as a basis for the development of a course for credit at the Secondary School Graduation level or a course for credit at the Secondary School Honour Graduation level. Each unit of study is presented in outline form with an introduction, unit objectives, content, sample activities, and list of resources (books, films, and videotapes). (ERB)

ED 216 809 RC 013 343

Philbrick, Douglas R., Comp. And Others

A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.

New York State Univ. System, Albany.

Pub Date-Jun 80

Note-34p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Culture, American Indian Education, *American Indian Literature, *American Indians, American Indian Studies, Annual Reports, Bulletins, Folk Culture, Laws, *Newspapers, *Periodicals

Identifiers-*American Indian History, Bureau of Indian Affairs, Calendars, Recipes (Food)

The 476-item bibliography is an attempt to provide hands-on identification of, and information on the availability of current American Indian newspapers and periodicals. Compiled from listings submitted by the Center for the Study of Man, Smithsonian Institute and the Princeton University library, each publication was contacted and, as of June 1980, was in existence and determined to be functioning information sources for their respective American Indian constituents. The bibliography lists items published in all parts of the U.S. and Canada. Each listing includes an address, subscription cost, if any, available dates, and number of times per year it is published. The bibliography contains everything from tribal newsletters to college/university publications to commercial journals, as well as publications of the Bureau of Indian Affairs and other governmental agencies, professional societies, religious organizations, Indian societies/organizations, the Smithsonian Institute, prisons, and museums. Content ranges from articles on Indian culture and religion to cartoons and glossy color pictures. There are calendars, tales, poems, announcements, annual reports, conference proceedings, historical journals, recipes, and bibliographies. The publications cover Indian affairs/news, law, language, arts and crafts, folklore, personalities, research, educational developments, and artifacts. (LC)

ED 216 810 RC 013 346

Drasdo, Harold

Education and the Mountain Centres. Second Edition.

Pub Date-73

Note-66p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adventure Education, *Aesthetic Education, Educational Experience, *Emotional Experience, Experiential Learning, Field Studies, *Kinesthetic Perception, *Outdoor Education, Physical Activities, Program Content, Self Actualization, *Sensory Experience, *Values

Identifiers-*Mountains

The outdoor education literature reveals little on the values of outdoor education activities. The values of aesthetic education can

readily be ascribed to values of an outdoor mountain experience visual, plastic, musical, kinetic, verbal, and constructive. These values are related through senses, muscles, speech, and thought to form expression. In addition to beauty and the aesthetics of an outdoor mountain experience, the freedom felt in the wild country, with its isolation, provides an escape from everyday life, time for self appraisal, and a place to be alone. The Field Studies Council's desire to extend the intellect of a student, the Councils of Physical Recreation's offer to develop physical skills, and the Outward Bound Trust's design for social improvement, are all worthy ends, but they are not the only ends. Unless the teaching or provision of experience is informed by serious appreciation of what is possible outside these three avenues, the benefits hoped for might be equally gained in other contexts at less expense in money, time, and risk. (AH)

ED 216 811 RC 013 359

Immerman, Michael A.

The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults.

Pub Date-May 82
Note-5p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *American Indian Education, *Attendance, *Mathematics Achievement, *Performance Factors, Postsecondary Education, Predictor Variables, Tribes

Investigating the relationship between students' daily attendance and mathematics classroom performance, the study was conducted using 23 American Indian adult students enrolled in Remedial Mathematics 100 at the Southwestern Indian Polytechnic Institute from September 1981 through November 1981. Classroom attendance was recorded on a daily basis for 11 weeks with 50 being the maximum number of daily classes. The mathematics performance was based on a series of seven criterion referenced tests, reviewed and revised to comply with specific course requirements and used in conjunction with the Contempo Lab - Math Skills Program.'' Results of the study showed a statistically significant correlation (P.05) between the variables of attendance and performance. Regression equations for predictive purposes appeared most appropriate, therefore by using attendance as the predictor variable and performance as the criterion variable instructors could predict an individual student's performance based upon attendance. Replication studies are recommended to determine if correlation is consistent within other ethnological samples. (ERB)

ED 216 812

RC 013 363

Gover, Maggie

We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Spons Agency-Economic Development Administration (DOC), Washington, D.C.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date-81

Note-40p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Reservations, American Indians, Data Collection, *Decision Making, Economic Factors, *Federal Indian Relationship, Governance, Government Role, Organizational Effectiveness, Problem Solving, *Self Determination, *Self Evaluation (Groups), Tribes

Identifiers-*Tribal Government, *Tribal Management

Describing a process by which tribal governments can, if they wish, use their past to evaluate their present and plan for the future, the document briefly discusses the historical relationship of the United States and American Indian nations; how Indians coped with the new system; the increasing pressures experienced by tribal governments, which have created an economic dichotomy on the reservation; and the organizational structure of tribal governments, as a result of administering their own programs. An overview of the work conducted by the Americans for Indian Opportunity (AIO) to aid three tribes with their self-evaluation provides information on the decision to self-evaluate, data collection, and training and technical assistance required by three different tribes. A dialogue between AIO staff, Tribal Council, and the planning office provides a combination of questions, answers, attitudes, and misconceptions that were picked up in the process of trying to understand how planning is handled on a reservation. Common problems of government units and recommendations for solving the problem are discussed: lack of long range planning and continuity; the boom town syndrome; the danger of administering their own federal social programs; and lack of perspective and of a political power base. (NQA)

ED 216 813 RC 013 364

Duda, Terrie
Radiation and Its Health Effects. AIO Red Paper Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.
Pub Date-Aug 80
Note-35p.; Supporting bibliography of 46 references.
Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indians, Cancer, Diseases, Environmental Standards, Individual Needs, *Physical Environment, Poisoning, Pollution, *Pregnancy, *Public Health, *Radiation, *Radiation Biology, *Radiation Effects, Safety
Identifiers-Navajo (Nation), Respiratory Diseases, *Uranium Mining

Radiation has been a serious concern to individuals for over 100 years. A process by which an atomic nucleus emits particles to reach a more stable energy state, radiation harms living cells (usually by inhalation and absorption into the lungs) by causing abnormal cell function and structure. Man is constantly exposed to background radiation, both naturally caused and manmade (nuclear power plants and weapons testing, consumer products, medical x-rays, etc.). Uranium mining and milling, an especially dangerous radiation-exposing activity, can be more safely pursued by using mechanical ventilation, isolation and diversion of the radiation source, air cleaning, respiratory protection, and job rotation. Radiation's health effects are numerous. Cancer studies around radiation sources reveal epidemics of respiratory disease and great danger when radioactive gases mix with other pollutants. Pregnant women are the most susceptible to radiation because division of the fetus's cells can greatly increase the damage caused from exposure. Research is still needed on the effects of nonionizing radiation sources (microwaves and radiowaves). Appendices include additional information on radiation measurement, organs at risk, naturally occurring radionuclides, decay series of Uranium-238, radiation exposure and responsible government agencies. (LC)

ED 216 814 RC 013 365

Malcolm, Stuart

Asbestos: A Lingering Danger. AIO Red Paper Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Pub Date-Aug 80

Note-30p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Reservations, *American Indians, *Construction Materials, Housing, *Occupational Diseases, School Buildings, Use Studies, Water Pollution

Identifiers-*Asbestos, Hazards, *Mining

Its unique qualities makes asbestos extremely useful in industry, yet it is termed one of the most dangerous and insidious substances in the work place. Composed of mostly fibers, asbestos is readily freed into the atmosphere during handling, constituting a real health risk. There are two ways asbestos can enter the human body: by inhalation or ingestion. In addition to occupational activities, ways to come in contact with asbestos are: building homes near tailing piles; tracking asbestos in soil into homes and contaminating the living area; or unprotective piles of tailings rained on, eroding the pile and contaminating the region's drinking water. High asbestos concentrations can result from 40 mines and mills located on or near reservations, subjecting Indian people to airborne asbestos hazards. Preventative measures have been taken by the Bureau of Indian Affairs, Environmental Protection Agency and Indian Health Service to conduct a complete survey of building materials used in schools. Indian families may contact either the Indian Housing Authority of their Tribe or Housing and Urban Development's (HUD) regional office to find out if asbestos was used to build their homes. (ERB)

ED 216 815 RC 013 366

Provost, Julia K.

Timber Production and Its Environmental Impacts. AIO Red Paper Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Pub Date-Dec 80

Note-28p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Reservations, Cultural Context, Ecological Factors, *Economic Factors, *Environmental Influences, *Forestry, Futures (of Society), *Lumber Industry, *Management Development, Natural Resources, Soil Conservation, Tribal Sovereignty

Identifiers-Renewable Resources, *Timber Production, Tribal Management

The supply of the nation's forests is very great, and of this supply, approximately 1 1/2 percent comes from American Indian forests. Timber resources are three-fold: the slash (unusable limbs, tops, and stumps), as well as the unmarketable trees, provide wood for fuel; the sale of timber provides tribal revenue from a renewable source; and the forestry industry provides job opportunities. Cutting practices, chemicals used for thinning, logging practices, and site preparation practices prior to planting or seeding all impact on water quality, erosion, and wild life health, and because of this require intensive management practices. Certain types of timber or forested areas hold cultural significance for some tribes: the lands the timber stands on were designated as having religious meaning, herbs which grow in the forests are used for medicine, or wildlife is held sacred by the tribe. The need for the development of an indepth forestry management program for tribal forests is obvious, and it is of utmost importance that it be under tribal management and control. (AH)

ED 216 816 RC 013 367

Boutis, Elizabeth Jantzen, Jonathan Landis, Ed.

Copper: Its Environmental Impacts. AIO Red Paper Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.

Pub Date-Nov 80

Note-23p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Air Pollution, American Indian Reservations, Community Problems, *Environmental Standards, *Health, Quality of Life, Social Influences, Tribal Sovereignty, Tribes, Waste Disposal, *Water Pollution, Wildlife

Identifiers-*Copper, *Mining

Although copper is a widespread and useful metal, the process of mining and refining copper can have severe detrimental impacts on humans, plants, and animals. The most serious impacts from copper production are the release of sulphur dioxide and other air pollutants and the poisoning of water supplies. These impacts occur in both the mining and refining processes. The processes create visual scars, cause unnatural noise and vibration, potentially cause land subsidence over underground mines, and create large piles of wasterock above the surface. Mine development, like most development, causes sociological impacts on the communities near the mine. Many of these impacts can be minimized if the company or tribe doing the mining is careful and committed to reducing impacts. It would be wise for tribes with potential copper development on their land to be concerned about impacts, to write reclamation requirements into their leases, to enact tribal air, water, and reclamation codes, and to implement mechanisms to enforce these codes. Baseline studies should be conducted to determine the quality of air, water, soil, and wildlife before mining begins in order to document any reduction in quality. (Author/AH)

ED 216 817 RC 013 370

Darnell, Frank, Ed. Simpson, Patricia M., Ed.
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI.
National Centre for Research on Rural Education, Nedlands (Western Australia).
Report No.-ISBN-0-909751-61-7
Pub Date-81
Note-234p.; For related documents, see RC 013 371-378
Available from-National Centre for Research on Rural Education, Univ. of Western Australia, Nedlands, Western Australia 6009 (Australian $12.00).
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Age Groups, Change Strategies, Community Education,

*Curriculum Development, Educational Development, *Educational Finance, Educational Innovation, *Educational Quality, Elementary Secondary Education, Foreign Countries, Handicap Identification, *Preservice Teacher Education, Problems, *Rural Education, Rural Population, *School Community Relationship, Small Schools
Identifiers-Australia, England, *Isolation (Geographic), New Zealand, Scotland, Sweden, United States

The introduction, Education and Local Development,'' provides a theme of rural education and development, with emphasis on widening the limits of programs and facilities to serve all age groups. International perspectives on rural education are infused into the 20 selected papers through the participation of several authorities from abroad. Four broad topics, with papers arranged from most general to specific are as follows: (1) The Rural Situation in General'' contains three papers that address quality, opportunity, and survival; (2) The Community Situation'' provides five papers dealing with community involvement, service centers, responsibilities, reorganisation and declining enrollments; (3) The Financial Situation'' offers four papers which provide a commonwealth perspective, a state perspective, and economic aspects or effectiveness; (4) The In-School Situation'' contains seven papers covering curriculum and staffing, pre-service teacher training, syllabus design, parental reaction, services and handicapped services. Conclusions provide suggestions for future efforts, emphasizing that they will need to be tractable and commensurate with specific needs of rural populations. Appendices provide the conference program and a description of the National Centre for Research on Rural Education. (AH)

ED 216 818 RC 013 371

Whitfield, Richard
Education and Local Development.
National Centre for Research on Rural Education, Nedlands (Western Australia).
Pub Date-Nov 79
Note-10p.; Paper presented at the National Conference New Directions in Rural Education'' (Perth, Western Australia, November 1979).
Available from-Not available separately; see RC 013 370.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Change Strategies, *Community Education, Educational Facilities, Educational Innovation, Elementary Secondary Education, Foreign Countries, Global Approach, Preschool Education, Quality of Life, *Rural Development, *Rural Education, *School Community Relationship, *School Role
Identifiers-Australia (Western Australia)

Education, in many countries, is in a state of contraction due to declining enrolments and to economic factors which cause a high rate of unemployment even among the educated. To prevent closing or consolidation, the maintenance of many rural schools by the community seems likely in the future to depend on widening their activities beyond the traditions of primary and secondary education. This may be made easier by redesigning them as Community Education Centres.'' Such a widening of scope of rural schools must inevitably widen the role, and increase responsibility, social maturity, and professional skills of rurally-based teachers. Community education in rural schools must first become more genuinely open and flexible. Parents, teachers, and other adults must develop a greater understanding of each other's role in local development. Secondly, school buildings and their facilities should be available at times other than during lessons. Thirdly, the widened rural school can have greater involvement at the pre-school level, from post-natal infant health care onwards. Fourthly, the school or community education centre'' should not be confined to its formal physical location; kitchens, farmsheds and garages are all locations where education for local development can and does thrive, without professional help. (AH)

ED 216 819 RC 013 372

Maxwell, Cy

Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries.

National Centre for Research on Rural Education, Nedlands (Western Australia).

Pub Date-Nov 79

Note-16p.; Paper presented at the National Conference New Directions in Rural Education'' (Perth, Western Australia, November 1979).

Available from-Not available separately; see RC 013 370.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Case Studies, Delivery Systems, *Developed Nations, *Educational Assessment, *Educational Quality, Elementary Secondary Education, *Equal Education, Foreign Countries, Research Needs, Rural Areas, *Rural Education, School Community Relationship, Teachers

Identifiers-Australia, Finland, France, Iceland, New Zealand, Norway, Portugal, Sparsely Populated Areas Project, Sweden, Switzerland, United Kingdom, United States

A 1976-78 Organisation of Economic Co-operation and Development, Centre of Educational Research and Innovation, Sparsely-Populated Areas project produced 14 case studies from 11 member countries. Fifteen basic conclusions of international relevance were identified. Conclusions were as follows: there is no single definition of rural or sparsely populated areas; primary basic education is no longer a problem; secondary education continues to be a major problem; effective quality of educational opportunity often does not exist; teacher training and support mechanisms have been improved; ability to attract and retain competent teachers can only partially be influenced by policy makers; reforms which serve urban schools often have negative effects in rural schools; and student achievement in rural schools does not appear much below that of urban student achievement. Additionally, the cost of delivery of services in sparsely populated areas is high; rural schools have reduced their economic burden through strategies uniquely suited to rural areas; rural education sector remains a major constituency within member countries; improvement in rural education will occur in the absence of explicit government policies/assistance; innovations in content and delivery services are necessary and feasible; and research, data collection, and information dissemination about rural education must be improved. (AH)

ED 216 820 RC 013 373

Darnell, Frank

Equality and Opportunity in Rural Education.

National Centre for Research on Rural Education, Nedlands (Western Australia).
Pub Date-Nov 79
Note-60p.; Paper presented at the National Conference "New Directions in Rural Education" (Perth, Western Australia, November 1979).
Available from-Not available separately; see RC 013 370.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Differences, Educational Opportunities, Educational Quality, Elementary Secondary Education, *Equal Education, *Equalization Aid, Foreign Countries, Foundation Programs, *Indigenous Populations, Problems, Program Design, *Regional Characteristics, Resource Allocation, *Rural Education, *Rural Population, School Community Relationship

Rural equality of opportunity is a single, composite topic, which encompasses three types of rural residents and eight rural specific concepts of equality of opportunity. The three types of rural residents are: indigenous minorities; country town or remote rural residents and rural itinerants; and neo-ruralists or urban expatriates. The first two categories have historically been denied equal opportunity. Equality of opportunity is not perceived the same by all; equality is as diverse as the rural population served. Types of equality found in the literature to be rural specific are: (1) the foundation system of equality of opportunity; (2) the concept of minimum-attainment; (3) the leveling concept; (4) the concept of competition; (5) the equal-dollars-per-pupil concept; (6) the classification concept; (7) the full-opportunity concept; and (8) the concept of fiscal neutrality. A partnership between local residents, with their particular rural perspective and intuition

for what is needed, and professionals trained to recognise the means by which objectives of education may be met, is essential to providing equality in educational opportunity. (AH)

ED 216 821 RC 013 374

Edwards, Glen P.

Declining Enrolments Implications for Rural Schools: A Case Study from South Australia.

National Centre for Research on Rural Education, Nedlands (Western Australia).

Pub Date-Nov 79
Note-11p.; Paper presented at the National Conference New Directions in Rural Education'' (Perth, Western Australia, November 1979).
Available from-Not available separately; see RC 013 370.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Case Studies, Consolidated Schools, *Curriculum Problems, *Declining Enrollment, *Educational Facilities, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, Foreign Countries, Problems, *Rural Schools, School Community Relationship, School Statistics, Tables (Data), *Teachers, Youth Employment
Identifiers-*Australia (South Australia), Isolation (Geographic)

A case study dealing with problems arising from the steady decline in enrolments in South Australia since World War II provides comparative statistical tables on, and a discussion of, these problems. The problems addressed are: number of students enrolled; number of teachers; expenditure on education; teacher loss rate by primary and secondary level; age profile of teachers; promotion opportunities for principals (primary and secondary) and senior masters (maths/sciences); and number of applicants for permanent teaching positions. Resources available to students, namely, teachers, physical facilities, and school curricula are examined in relation to declining enrolments. Declining enrolments are seen as posing societal problems, such as youth unemployment, as well as school problems, which will be a significant challenge to schooling systems. Recommendations emphasize the necessity of parents, communities, schools, and teachers to work toward broadly based solutions. (AH)

ED 216 822 RC 013 375

Hind, Ian W.

Some Economic Aspects of the Provision of Educational Services in Rural Areas.

National Centre for Research on Rural Education, Nedlands (Western Australia).

Pub Date-Nov 79

Note-11p.; Paper presented at the National Conference   New Directions in Rural Education'' (Perth, Western Australia, November 1979).

Available from-Not available separately; see RC 013 370.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Consolidated Schools, *Educational Finance, Expenditure Per Student, Foreign Countries, *Instructional Student Costs, *Operating Expenses, Population Distribution, Primary Education, *Rural Schools, *School Size, Small Schools

Identifiers-Australia (Western Australia), *Sparsity (Population)

The main distinguishing structural or demographic feature of rural environment which alters the nature of the economics of educational service provision is sparsity of population. The paper first examines the effect of population on the unit cost of provision of educational services in rural areas at the primary school level. Second, rural school consolidation is examined from a cost-efficiency perspective. School size and cost are addressed in an   a priori'' framework which sees schooling as a labor-intensive industry with a limited cost saving potential from a successful exploitation scale of economies. Of four research studies on economies of size in primary schools, three are reported to have found evidence of economies of size.   The Economics of Rural School Consolidation'' reviews Western Australia's consolidation efforts in the 1950s and 1960s. It is stressed that even at the technical/economic level, let alone at the political/educational level, an understanding of local circumstance is paramount. (AH)

ED 216 823 RC 013 376

Lenahan, Robert

The Economic Effectiveness of Student Allowances for Isolated Families.

National Centre for Research on Rural Education, Nedlands (Western Australia).
Pub Date-Nov 79
Note-10p.; Paper presented at the National Conference New Directions in Rural Education'' (Perth, Western Australia, November 1979).
Available from-Not available separately; see RC 013 370.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Access to Education, Boarding Homes, *Boarding Schools, *Cost Effectiveness, Disadvantaged, *Efficiency, Elementary Secondary Education, Eligibility, Federal Aid, Federal Programs, Foreign Countries, Government Role, Organizational Effectiveness, Residential Institutions, Rural Education, Socioeconomic Influences, State Aid, *Student Financial Aid, *Welfare Services
Identifiers-Australia (Queensland), *Isolation (Geographic), *Living Away from Home Allowances (Australia)

This paper has attempted to highlight some economic aspects of government cash benefits (particularly those in Queensland) to isolated rural families which enable children to live away from home (LAFH) to receive their schooling. It has considered allowances as welfare payments and has examined some of their equity and efficiency implications. However, it must be acknowledged that social welfare cannot be rigorously defined, and as a result, the observations about LAFH allowances that are discussed might attract other interpretations. After consideration of the particular circumstances of isolated families, what has been suggested in this instance is that allowances are probably deficient in some ways with respect to equity and efficiency. Nevertheless, better alternatives, judged on these two economic criteria, are difficult to find. (Author/AH)

ED 216 824 RC 013 377

Dahllof, Urban
Problems of Curriculum and Staffing in Rural Schools.
National Centre for Research on Rural Education, Nedlands (Western Australia).
Pub Date-Nov 79
Note-14p.; Paper presented at the National Conference New Directions in Rural Education'' (Perth, Western Australia, November 1979).
Available from-Not available separately; see RC 013 370.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Change Strategies, Consolidated Schools, *Junior High Schools, Minority Groups, *Nongraded Instructional Grouping, Problems, *Rural Schools, *Small Schools, *Staff Utilization, Teacher Attitudes, Youth Employment
Identifiers-*Lapps, Sweden

Swedish non-graded small junior high schools are described and specific related problems in curriculum and staffing of rural schools are addressed in terms of policy, practice, and theory. Implications are suggested for curriculum and staffing: (1) curriculum goals and objectives cannot be treated as isolated school phenomena (they have relation to the surrounding society economic, demographic, social, and cultural situation); (2) the role of the school and its curriculum should be seen in the perspective of the total pupil, with respect to family and peer-group relations, church affiliation, membership in local associations, and participation in extra-curricular activities; and (3) within the school, the whole chain of events should be considered from curriculum goals, through the specific school environment, available resources, and actual teaching practice down to the staff, but also other more specific factors like administrative rules for grouping and class-size. The effects of curriculum and staffing as related to teacher attitudes toward change, optional course selection, employment of students who do not complete their education (and those who do), attitudes of minority cultures toward educational programs, and political influences are also discussed. (AH)

ED 216 825 RC 013 378

Harris, Stephen

Aboriginal Learning Styles and the Three Rs.

National Centre for Research on Rural Education, Nedlands (Western Australia).

Pub Date-Nov 79

Note-17p.; Paper presented at the National Conference ''New Directions in Rural Education'' (Perth, Western Australia, November 1979).

Available from-Not available separately; see RC 013 370.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Cognitive Style, *Cultural Context, Foreign Countries, Geographic Location, *Handwriting Instruction, Indigenous Populations, Learning Modalities, Learning Processes, Mathematics Instruction, Nonformal Education, *Reading Instruction, *Rural Education, *Second Language Instruction, Teaching Methods

Identifiers-*Aboriginal People, Australia

Aboriginal learning contexts are nonformal and are divided into 15 learning style characteristics (such as present-time orientation, authority, personal independence, and right to know) and 5 rules of interpersonal communication (right to speak, absence of interpersonal debate, avoidance of speaking roughly, avoidance of verbal confrontation, and attitudes toward asking or answering questions). If education is to be meaningful, Aboriginal content and learning processes or methods need to be understood and incorporated into the classroom. Reading can be taught effectively in a way that is both theoretically sound from a Western viewpoint, and suitable to Aboriginal expectations about learning, utilizing methodologies such as the ''lap method,'' Language Experience, Caption Books, and Instant Readers. Learning to speak English can be approached using TESOL methodologies which utilize dialog, role playing, and simulation of real life situations, along with Aboriginal learning methods. The Aboriginal way of learning, i.e., observation, repetition, imitation and learning-by-doing, is probably universally practised in the teaching of writing and mathematics. The question remains, what teachers are adequately trained or have a desire to adapt current school practice to Aboriginal learning methods? The appendices contain a chart contrasting formal and nonformal learning and a field-independent teaching strategies observation instrument. (AH)

ED 216 826 RC 013 386

Veloz, Felipe

A Model for Training Migrant Parents to Participate in the Total Development of Their Children.

Pub Date-24 Apr 82

Note-13p.; Paper presented at the Annual National Migrant Child Education Conference (16th, San Juan, Puerto Rico, April 24-29, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Evaluation Criteria, *Guidelines, *Migrant Education, Parent Education, *Parent Participation, Parent Responsibility, Parent School Relationship, *Program Development, *Teacher Role, *Training

This process model for training migrant parents to participate in the total development of their children can be used by those who wish to plan and/or improve the training process. Successful migrant training programs are shown to require: involvement of competent, action-oriented people; effective communication; planners who are skilled in determining needs; access to school facilities; and assurance of a commitment of the migrant parents. Three fundamental criteria for a comprehensive training model are provided: (1) the school and the parent must demonstrate a common concern for the child's welfare; (2) the model must supplement and enrich existing educational programs; and (3) the model must broaden learning opportunities. Seven basic steps in planning a model are discussed: determining need, preparing objectives, identifying resources, designing a program, recruiting migrant parents, orientation and training program, and evaluation. A list of teacher and migrant parent responsibilities are incorporated into the text, along with a list of ways to show appreciation to migrant parents who participate. (AH)

ED 216 827 RC 013 387

Holtzman, Wayne H.

Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.

Pub Date-23 Mar 82
Note-27p.; Paper presented at the Meeting of the American Educational Research Association (65th, New York, New York, March 23, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anglo Americans, *Bilingualism, *Bilingual Students, Cognitive Development, Comparative Analysis, *Divergent Thinking, Grade 4, Intelligence Quotient, *Language Fluency, Limited English Speaking, Literature Reviews, *Mexican Americans, Monolingualism, *Verbal Ability
Identifiers-Texas

To further investigate the relationship between divergent thinking and bilingualism, 23 Anglos and 108 Mexican Americans from a semi-rural West Texas community and 24 Mexican Americans from San Antonio, enrolled in the fourth grade, of low socioeconomic status, and with an average age of 10 years 6 months, were divided into 5 experimental groups, based on their scores on the Oral Language Proficiency Measure: monolingual English-speaking Anglos; monolingual English-speaking Mexican Americans; monolingual Spanish-speaking Mexican Americans; bilingual limited English, fluent Spanish Mexican Americans; and fluent bilingual Spanish-English Mexican Americans. Subjects were administered the Raven's Standard Progressive Matrices and the figural and verbal portions of the Torrance Tests of Creative Thinking (TTCT). The Ravens scores were a covariate, controlling for possible differences in IQ levels; the dependent variables were the TTCT scales of fluency and of flexibility for both verbal and figural tests. Results showed that the Spanish monolinguals performed significantly better on the TTCT figural tests; and the fluent bilinguals scored significantly higher on verbal fluency than the limited English, fluent Spanish bilinguals. It was concluded that TTCT divergent thinking and the type of intelligence measured by the Ravens appear to be two almost totally independent constructs. (NQA)

ED 216 828 RC 013 388

Liston, Louise
Outdoor Unified Studies.
Pub Date-82
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Culture, *Camping, *Experiential Learning, Games, Geology, High Schools, High School Students, Human Resources, Interpersonal Competence, Interpersonal Relationship, Learning Experience, *Outdoor Education, Plant Identification, Retention (Psychology), Skill Development, *Student Motivation, *Student Participation, Student Responsibility
Identifiers-Anasazi (Anthropological Label), Deserts, Hiking, Survival Skills, *Utah, Utah (Escalante)

Escalante (Utah) High School's outdoor unified studies field trip is a learning experience to be remembered. The four-day camping experience begins with pre-trip plans, pretests, and lecture/introductions to the Anasazi culture and to geologic formations to be visited. Horses (and equipment-carrying trucks) take the students into the desert to set up camp, then on to follow the Mountain Bench Trail to study photography, geology, native plant life and Indian ruins. On returning to camp, the horses are cared for, supper is fixed, and journals are kept before bed. The next day is filled with learning survival skills in the desert, riding horses to view ancient Anasazi petroglyphs, and sharing stories researched by the students on early Escalante history. The students feel a special togetherness; they learn to express their feelings in a Social Awareness unit taught by the District Community Education Director. Games are played, there is a difficult hike through Hole in the Rock to Lake Powell for a swim, and everyone experiences going over the edge'' to rapel down a rock wall. Trip testimonies are positive; it is an experience to remember. The trip agendas for 1980-81 are included along with goals and objectives, materials needed, and evaluation methods. (LC)

ED 216 829 RC 013 389

Tarleau, Alison T.
Rural Child Welfare.
Washington Univ., St. Louis, MO. Region VII Child Welfare Training Center.
Pub Date-12 Mar 82
Note-20p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Welfare, Community Education, Community Services, *Cultural Differences, *Educational Needs, Quality of Life, Role Perception, *Rural Population, Rural Urban Differences, *Social Services, *Social Workers, Welfare Services
Identifiers-Isolation (Geographic)

Although the range of characteristics that typify the best in rural child welfare are not discussed in the literature, there is discussion of the importance of rural social work. The unique characteristics of rural communities, the limited funding for social work programs, and the differences in child welfare problems make implementation of urban programs ineffective. Rural child welfare workers must be accepted by the rural citizens, be knowledgeable of rural customs, be able to work independently, and be capable of working with existing indigenous social programs. Rural social workers are generalists, and as such, are expected to deal with the child as part of a series of interlocking systems family, school, and community. To develop the sophistication necessary to effectively implement rural social work programs, child welfare students should be afforded classes and field experiences which provide an awareness of the rural culture and community. (AH)

ED 216 830 RC 013 390

Tarleau, Alison T. Hartenberger, Curtis

The Moving Equilibrium: Roles in Rural Social Work Practice.

Washington Univ., St. Louis, MO. Region VII Child Welfare Training Center.
Spons Agency-Office of Human Development Services (DHHS), Washington, D.C.
Pub Date-Dec 81
Grant-90-07-1959
Note-12p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Delivery Systems, *Differences, *Job Performance, Professional Recognition, *Professional Services, Role Models, *Role Perception, *Rural Areas, *Social Workers, Technological Advancement, Time
Identifiers-Support Groups

Rural social workers occupy a number of statuses, such as professional social worker, organizational employee, rural community denizen, and private citizen/family member. Different groups may assign different priorities to the tasks that workers perform. Different audiences or groups may be at odds about definitions that are used in everyday life. The fact that cycles of peak activity vary from group to group can work to the worker's advantage or can cause even greater strains. Types of intensive, short-term therapy may be theoretically sound but situationally inappropriate. In a rural setting a worker is likely to be seen as a social worker 24 hours a day. One tool for reducing role strain is the rural-based professional group, where helping professionals band together to form support groups that are not only able to address community problems dynamically, but are also able to assist one another in ventilating frustrations and in searching for answers to practice dilemmas. Rural workers are also experimenting with old and new technologies to develop ways of moving information rather than people. Because of their relative freedom from bureaucratic constraints, techniques developed by rural workers may serve as the basis for assisting urban and suburban workers in the future. (BRR)

ED 216 831 RC 013 391

Aldous, Myrtle, Ed. And Others

Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).

Saskatchewan Univ., Saskatoon. Coll. of Education.
Report No.-IRR-74-1
Pub Date-74
Note-148p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Alaska Natives, *American Indian Education, *Canada Natives, *Course Content, Higher Education, Program Descriptions, Program Effectiveness, *Program Implementation, Student Attitudes, Teacher Education Curriculum, *Teacher Education Programs, Universities
Identifiers-Alaska, *Canada, South Dakota

In an effort to pool information on the working operations of Indian teacher education programs in Canada and parts of the United States, a conference on Native teacher education was held in mid-October 1973 at Saskatoon. Nine programs sent delegates, including the University of Alaska, University of Alberta, Brandon University (Manitoba), University of Calgary, Universite du Quebec a Chicoutimi, Northwest Territories, University of Saskatchewan, University of South Dakota, and Winnipeg Centre Project. Conference proceedings present in full text three opening speeches by: the Dean of Education, University of Saskatchewan on parameters of Native teacher education; a member of the National Indian Brotherhood compares Indian education in the past, present, and future; and a staff member of the Department of Indian and Northern Affairs looks at Native teacher education in Canada. Descriptions of the nine teacher education programs represented include contact people for the program, program objectives, funding sources, course descriptions, unique aspects of the program, impact on Native education, and written comments on the program from Indian student participants. (ERB)

ED 216 832 RC 013 392

Bradshaw, Ted K. Blakely, Edward J.

Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.

California Univ., Berkeley. Cooperative Extension Service.
Spons Agency-Extension Service (DOA), Washington, D.C.
Pub Date-Sep 81
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Community Characteristics, Community Services, Decision Making, *Economic Development, Employment Opportunities, Employment Patterns, *Human Resources, Income, Job Training, *Migration Patterns, *Policy Formation, *Rural Areas, Urban to Rural Migration
Identifiers-*California, *Recency Effect, Small Businesses

Using in-person questionnaires, 553 newcomers and 106 long-term residents were interviewed in late 1979 and early 1980 in 5 small northern California communities to explore the role of newcomers in developing the rural economy, and especially to analyze the resources emigrants bring with them: their skills, education, background, and business and financial resources. The five rural growth communities represented retirement, university/professional, government and public service, tourist, and counterculture communities. The basic theme that emerged was that rural migrants in California represented something substantially new to the state and the nation's traditional economic thinking. Migrants, rather than being attracted by new economic and employment opportunites, were a primary source for creation of jobs and a new type of economic growth. It would seem that rural areas are no longer economically depressed and lacking in the physical and human resources necessary to participation in a growing economy, at least in California. However, most governmental policies continue to be directed toward rural areas as though they suffer serious resource deficiencies. The emerging challenge for policy makers is to fashion policies that take advantage of the growth stimulus that newcomers and growth areas provide, while ensuring that the less advantaged benefit as well. (BRR)

ED 216 833 RC 013 393

Eisen, George
Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
Pub Date-21 Apr 81
Note-26p.; Paper presented at the Annual Conference on Minority Studies (9th, Las Cruces, New Mexico, April 21, 1981). Supporting bibliography of 41 sources.
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, Cheating, Codes of Ethics, Colonial History (United States), Comparative Analysis, Cultural Images, Football, *Games, Justice, Lacrosse, Physical Characteristics, Puritans, *Racial Attitudes, *Religious Cultural Groups, Time
Identifiers-*American Indian History, *Gambling, Jesuits, Noble Savage Concept, Quakers, Work Ethic

Some aspects of the white-Indian relationship are reflected in the writings of 16th and 17th century observers of Indian pastimes. The Noble Savage image was apparently accepted by French colonists as a consequence of an intellectual disappointment in the contemporary societies. In an age of absolutism and religious intolerance, the picture of the Indian as a carefree and independent specimen spending much of his time gambling, playing lacrosse, and feasting was to serve as a symbolic example for the disillusioned. The Puritan philosophy of the English excluded the notion of the Native as a guiding example for a better earthly society, since for them, earthly existence served merely

to obtain the world to come and the Indians' sporting activities were a waste of time ... the deadliest of sins.'' The early Quakers, though disapproving all excesses in luxury, pleasure, and wanton pastimes'' nevertheless had good relations with the Indians, regarding them as children of God deserving respect. Major criticism among all the early observers was aimed at the Indians' excessive gambling and betting, but all the colonists commented on how scrupulously fair the Indians were in their gaming activities. A list of early authors is included. (LC)

ED 216 834 RC 013 394

Akehurst, Michael Marsland, David

Invisible in the Rural Landscape.

National Association of Youth Clubs, Leicester (England).

Pub Date-Nov 81

Note-11p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Disadvantaged Environment, Distance, Females, Foreign Countries, Public Policy, *Research Needs, Resource Centers, Rural Schools, Rural Urban Differences, *Rural Youth, Transportation, *Unemployment, *Youth Problems

Identifiers-*Great Britain, Isolation (Geographic)

Historically, little has been written or researched about British rural youth. Since the late 1970s, however, largely as a result of initiatives within the Youth Service, rural youth have become identified as a separate, definable area of concern and study. The present trend toward high unemployment is hitting young people particularly hard, especially in rural areas where population growth is imposing additional pressures. Rural girls are not signing up as unemployed but are being kept at home to help with domestic work so that boys can get first choice of available jobs. Declining public transport combined with dispersal of resources leads to real problems of diminished accessibility in domestic life, work prospects, and cultural or recreational facilities. Particularly at the secondary level there are disadvantages with rural schooling; distances between home and school make the link between difficult to maintain, it is harder for rural teachers to partake of in-service training, and a school based on bus time tables prevents, or at best seriously limits, opportunities for extra-curricular activities. There is need for much greater research into conditions, needs, and aspirations of rural youth as a special group facing problems in an urbanised society. (BRR)

ED 216 835 RC 013 395

Akehurst, Michael D.

What Do I Do When I've Unlocked the Door and Turned the Lights On?''

National Association of Youth Clubs, Leicester (England).
Pub Date-81
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Disadvantaged Environment, Distance, Foreign Countries, Resource Centers, *Rural Youth, Transportation, Unemployment, *Youth Clubs, *Youth Opportunities, Youth Problems
Identifiers-*Great Britain, Isolation (Geographic)

Youth clubs can counter the many social changes taking place in Britain which have led in recent decades to disadvantagement for rural young people. At 2%, the British agricultural work force is the lowest in the world, unemployment is particularly high in rural areas, public transport continues to fall at 1% per year, and centralisation of resources often makes resources unavailable. Rural youth do not do well in exams or stay long at school. Rural wages are generally low and expenses high. Government has poured millions into inner city renewal, to the detriment of other areas. Open space is consistently eroded by farming methods. Youth clubs offer opportunity for social and political education, leisure-sport-recreation, self development in relation to others, and counselling. For experiences to be most meaningful, youth leaders need to look at environment (making the meeting hall more effective and attractive), premises (is it always necessary to meet in the hall?) and what to do (generate a programme giving opportunities for people to do things). If youth organizations are to help young people develop into responsible adults, then young people need to practice decision making in their clubs and learn how to get involved in village life and concerns. (BRR)

ED 216 836 RC 013 396

The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).

Department of Education, Washington, DC.
Pub Date-May 80
Note-92p.; For related documents, see ED 188 822, ED 192 968 and ED 202 625.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, Career Education, Community Colleges, Counseling, Elementary Secondary Education, Exceptional Persons, *Higher Education, *Hispanic Americans, *Mexican American Education, Migrant Education, Parent Participation, Psychological Services, School Community Relationship, School Desegregation, *Special Education, Technical Education, *Vocational Education
Identifiers-Latinos, *United States (Midwest)

The final report summarizes the proceedings of the Midwest Conference on the Education of Hispanics, the last in a series of five regional working conferences sponsored by the U.S. Department of Education. All five keynote addresses, which provide an overview of Hispanic education, are summarized. Nine individual presentations and discussions concerned: Hispanics in higher education in the Midwest; a framework for bilingual education public policy analysis in the United States; expansion of and differentiation in the higher education system; a review of the problems, programs, and policies of career/vocational education for Hispanics; the exceptional Hispanic; working with the community in bilingual education; migrant education; psychological services and counseling for Latino children; Hispanic students and the interface between desegregation and bilingual education in three major midwestern school districts. Recommendations cover: higher education; community colleges; funding; bilingual career, vocational, and technical education; bilingual special education; education and parent and community involvement; migrant education, psychological services and counseling; and desegregation. The conference evaluation and a list of participants are appended. (AH)

ED 216 837 RC 013 397

Greene, Jan And Others

Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.

Oklahoma State Univ., Stillwater. Community Education Center.

Pub Date-Jul 77

Note-18p.; Conducted at the request of the Community Education Advisory Council of Blanchard.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Groups, *Community Attitudes, Community Characteristics, *Community Education, Community Surveys, *Cultural Activities, Day Care, Elementary Secondary Education, Financial Support, Needs Assessment, Program Evaluation, Quality of Life, *Recreation, *Rural Education, *Rural Population, School Community Relationship, Tables (Data), Transportation

Identifiers-*Oklahoma (Blanchard)

A 1977 preliminary study for the Community Education Advisory Council of Blanchard, Oklahoma, done in conjunction with the Blanchard Public Schools, sought to determine the need for and receptivity to the possible development of a community education program. The survey instrument, administered using a random sample and personal interview method, determined educational, recreational, and cultural needs for all age groups in the Blanchard area. The goal of sampling 100 households was attained and represented 317 people's interest in specific areas, preferred times and days for activities, need for child care, transportation, possible workers for the program, and willingness to provide financial support for the program. Information cards were given those who indicated they would provide assistance as an instructor or program assistant. There was a positive feeling within the community regarding the school system and a community education program. Recommendations included the need for careful planning, that the school board should consider the development of a community education program, and that further study should be conducted concerning the location of the program. Tables, compiled from data collected, are found throughout the report. (AH)

ED 216 838 RC 013 398

An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma.

Oklahoma State Univ., Stillwater. Community Education Center.
Pub Date-Jul 78
Note-27p.; Conducted for the Glencoe, Oklahoma, Public Schools.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Attitudes, Community Characteristics, *Community Education, Community Surveys, *Curriculum Evaluation, Elementary Secondary Education, Program Evaluation, Quality of Life, Questionnaires, *Rural Education, *Rural Population, School Community Relationship, Tables (Data)
Identifiers-*Oklahoma (Glencoe)

A 1978 preliminary study assessed the attitudes of the residents of Glencoe, Oklahoma, concerning the existing school system and the interest in possible development of a community education program. A door to door and telephone survey was administered to 157 households (a 50% sampling), using a 15-item questionnaire, to determine the attitude toward community education. Results indicated the vast majority of the residents had little or no knowledge of community education, but more than half the respondents indicated a desire for such courses. It was recommended that plans for a community education program start immediately. Initially only a few of the suggested courses would be offered. An informational packet, containing a post card to be filled out and returned, was sent out to gather confidential information about the way the community felt about the present school. Although the 66 responses revealed concern about non-athletic offerings such as curriculum and staff attitudes, over half the respondents felt the school was doing a good job educating the children, serving the community's needs, and maximizing use of the school facilities. Appendices include the survey instruments, letters used in soliciting responses, and a map of the town. (AH)

ED 216 839 RC 013 399

Trabing, Mark R.

Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.

California State Dept. of Housing and Community Development, Sacramento.

Pub Date-Jul 81

Note-20p.; For related document, see ED 168 734.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Age, Anglo Americans, Demography, *Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Heads of Households, Low Rent Housing, Mexican Americans, Mexicans, *Migrant Housing, *Migrant Workers, *Migration Patterns, Tables (Data)

Identifiers-*California, Migrant Tracking

The Office of Migrant Services' (OMS) summary presents demographic data on the 2,500 migrant families in 25 housing centers in 14 California counties in 1980. The typical migrant family in an OMS center is shown to be a Mexican family of 4, with 2 parents between the ages of 18 and 44, who have completed 2 to 6 years of school, and have 2 to 3 children and possibly a grandparent or other relative living with the family. For five months, three members of the household work in the field, and two of the children attend day or infant care within the center or summer school, then they return to Mexico to enter their children in school. Tables, accompanied by a brief narrative, cover: migrant center occupancy, family size, age of family members, school years completed by persons over 18, ethnic category of head of household, length of stay, and family home base. Migrant tracking, a new category, provides estimated data on last work stop by state'' and next work stop by state'' (other than home base or vicinity of state migrant center). A list of migrant center addresses, operational dates of OMS centers, and a map showing the location of each center are included. (AH)

ED 216 840 RC 013 400

Grimshaw, William F.

Ensuring Educational Excellence through Business and Community Cooperation.

Pub Date-4 May 82

Note-11p.; Paper presented at the Rural Education Seminar: Ensuring Excellence in Education for Rural America'' (Washington, DC, May 3-5, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advisory Committees, Business, *Industry, Leadership Responsibility, Networks, *Rural Schools, *School Business Relationship, *School Community Relationship, Teamwork

Identifiers-Michigan, *Resource Management

The most practical and productive response to how to deal with hard times seems to be coming from those rural schools which are renewing and energizing their partnership with business and the community. There are three keys to this cooperation: on all sides leaders specify the persons who are to work together; leaders see to it that people understand each other; and leaders make sure that teamwork is happening. Everything is put up front.'' Citizens advisory boards can be a vital and productive resource when they have been trained in teamwork skills. Business and industry can provide speakers, in-service persons, instructors, and advice on management and curriculum. People from the community are eager and able to contribute and schools offer them the opportunity to demonstrate the work ethic. Networking draws an almost unlimited flow of useful operating information into the school setting. Among secrets of successful partnership for resource management are: school people should be encouraged to initiate outreach; involvement should be marked by joint planning and implementation undergirded with training in teamwork; and networks at all levels should be encouraged. Examples of school-business-community cooperation in Kalamazoo and other areas of Michigan are provided. (BRR)

ED 216 841 RC 013 401

Noda, Phyllis A.

Bilingual Education: Parents and Community Awareness Training Manual.

Michigan State Dept. of Education, Lansing. Bilingual Education Office.
Pub Date-78
Note-76p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Advisory Committees, *Bilingual Education, *Educational Legislation, *Educational Responsibility, Limited English Speaking, Parent Attitudes, *Parent Participation, *Parent School Relationship, Parliamentary Procedures, Questionnaires, Role Perception, Simulation
Identifiers-Michigan

Intended to inform parents of how to work on a Bilingual Advisory Committee, this workbook discusses some basics about bilingual education, the Bilingual Education Law, and the advisory committee's composition, functions and responsibilities. The first section leads parents in finding out where and how they "fit in," using open-ended questions to analyze and think-through their roles as committee members. The next section explains Michigan's Bilingual Education Law and provides simulations or case studies directly related to the point of law under discussion. Following an overview of the committee's responsibilities are simulations describing some problems encountered in fulfilling those responsibilities. The next section covers what to expect at a committee meeting; how to effectively communicate concerns, criticisms, complaints and positive suggestions so that they will be heard; and 12 points parents should consider in directing their energies. Short true-false quizzes are provided to check the facts that have been covered. The workbook concludes with a questionnaire for planning for the Bilingual Advisory Committee; a community-school contacts sheet (e.g., who, how, and when to contact the persons responsible for bilingual education); a chart to fill in with important statistics and facts of the bilingual program; and a participant's evaluation of the workbook. (NQA)

ED 216 842 RC 013 402

Toro, Leonor Pla, Myrna

Eventos de Abril (April Events).

Connecticut State Migratory Children's Program, New Haven.
Spons Agency-Hamden-New Haven Cooperative Education Center, Conn.
Pub Date-Apr 82
Note-63p.; For related documents, see ED 207 783-784, ED 212 394-395 and RC 013 279. Paper copy not available due to publisher's choice.
Available from-Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Beliefs, *Community Leaders, *Cultural Activities, Cultural Awareness, *Cultural Background, *Folk Culture, Hispanic Americans, Instructional Materials, *Migrant Education, Poetry, Puerto Rican Culture, *Puerto Ricans, Religious Factors
Identifiers-Cultural Contributions, Easter, *Holidays, Recipes (Food)

Designed for teachers, this booklet, written in Spanish, contains information on nine April events: Dia de los Tontos; Pascua de Resurreccion; Thomas Jefferson; Jose de Diego; Rosendo Matienzo Cintron; James Buchanan; Ulysses S. Grant; James Monroe; and Dia del Arbol. An overview of Dia de los Tontos is provided. Following brief descriptions of the customs and legends of the Pascua de Resurreccion and of the highlights of the Cuaresma (Lent) celebration (Palm Sunday, Holy Thursday, Good Friday, Holy Saturday, Easter Sunday, and Holy Week) are a short story on the Holy Week, a poem by Luis Munoz Marin (Escuchanos''), and the recipes for making Serenata, Bacalao a la Vizcaina, and Pescado en Escabeche. Brief biographical sketches of Thomas Jefferson, Jose de Diego, Rosendo Matienzo Cintron, James Buchanan, Ulysses S. Grant, and James Monroe summarize their accomplishments. Five poems by Jose de Diego are included: Ultima Actio,'' En la Brecha,'' El Canto de las Piedras,'' A Laura,'' and El Ojo del Agua.'' The last section provides an overview of Dia del Arbol, a short essay on the uses of the tree, and a poem by Luis Llorens Torres (Mayaguez Sabe a Mango''). The booklet concludes with two word find puzzles. (NQA)

ED 216 843 RC 013 406

Miller, Louise Gelardi, Sal

Handbook for Indian Parent Committees.

Educational System Planning, Inc., Woodland, CA.

Pub Date-80

Note-48p.; For related documents, see RC 013 407-408. Paper copy not available due to publisher's choice.

Available from-Educational System Planning, Inc., P.O. Box 1696, Woodland, CA 95695 ($16.00 ea., 15% discount on 3 or more).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Responsibility, *Advisory Committees, *American Indians, Checklists, Community Involvement, Compliance (Legal), Federal Legislation, Grievance Procedures, Guidelines, Organization, *Parent Participation, *Parent Responsibility, Parent Role, *Parent School Relationship, Parliamentary Procedures, Questionnaires, *School Responsibility, Training, Volunteers

Identifiers-Bylaws, *Parent Committees

The 1980 handbook defines parental involvement and elaborates on the functions and authority of parent committees. Funding sources which are most likely to require American Indian parent committees are identified as: Elementary and Secondary Education Act, Title I; Johnson-O'Malley; and Indian Education, Title IV-A. Information is provided on: getting parents involved, membership, local education agency responsibilities, parent committee responsibilities, federal requirements for parent committees, committee organization, bylaws, grievance procedures, activities of parent committees, training needs for parent committees, community involvement, and the use of volunteers. Examples of checklists for a meeting and for a needs assessment for parent training; a training assessment survey instrument; a questionnaire for assessing parent volunteer skills, attitudes, and knowledge of the school program; and a workshop evaluation form are provided. Appendices include sample bylaws, a suggested format for an agenda, and a sample of an actual grievance procedure. (AH)

ED 216 844 RC 013 407

Miller, Louise Gelardi, Sal
The Aide in Indian Programs.
Educational System Planning, Inc., Woodland, CA.
Pub Date-80
Note-71p.; For related documents, see RC 013 406-408. Paper copy not available due to publisher's choice.
Available from-Educational System Planning Inc., P.O. Box 1696, Woodland, CA 95695 ($18.50 ea., 15% discount on 3 or more).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activities, *American Indian Education, Checklists, Child Development, Childrens Games, *Classroom Techniques, Elementary Education, Guidelines, Job Analysis, *Job Skills, Playground Activities, Preschool Education, *Role Perception, Story Telling, *Teacher Aides, Teacher Role, *Teaching Methods

The text of this syllabus, addressed primarily to American Indian teacher aides (TA), defines the role of the TA in the classroom and provides information that will assist the aides in carrying out their duties and will assist the teacher in understanding and effectively utilizing the TA. Information covers: the aide in American Indian programs, applying for a job as a TA, the American Indian TA in the classroom, management for aides, roles of the teachers and the aides, tips on growth and development of children, activities for aides, creative ideas for aides, story telling techniques, and play time activities. Within the text are incorporated helpful ideas for the TA such as 65 ways to say Good for You,'' sample forms for achievement awards and good attendance, description of games (pre-K-8) for indoors and/or outdoors along with equipment needed and directions for playing, and a sample time sheet and job application. Appendices include an inventory of teacher aide skills, TA evaluation form, suggested guidelines for TA workshops, a workshop form, and a self-evaluation form for the TA. (AH/ERB)

ED 216 845 RC 013 408

Gelardi, Sal Miller, Louise

Indian Education: A Manual for Program Management.

Educational System Planning, Inc., Woodland, CA.
Pub Date- 80
Note-286p.; Paper copy not available due to publisher's choice. For related documents, see RC 013 406-407.
Available from-Educational System Planning, Inc., P.O. Box 1696, Woodland, CA 95695 ($48.00 ea., 15% discount on 3 or more).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *American Indian Education, Elementary Secondary Education, *Federal Programs, *Federal Regulation, *Management Development, Meetings, Multicultural Education, Parent Responsibility, Parent Role, *Program Administration, Program Development, Program Evaluation, Program Implementation, *School Personnel, *Training, Tribes
Identifiers-Indian Education Act 1972 Title IV, Johnson O Malley Act, *Parent Committees, Tribal Officials

Initially developed for training parent committees and school personnel, the manual can be used to train parents and tribal officials in the development, management, implementation and evaluation of Indian education programs. Identifying the compliance of rules and regulations for funding sources such as Johnson-O'Malley, Elementary and Secondary Education Act Title I, Title IV of the Indian Education Act, and P.L. 94-142 (Education of All Handicapped Children Act), an overview of supplemental programs emphasizes application and program development, parent committees, and roles and responsibilities using these funding sources. Sections discuss cultural and multicultural concepts as an instructional part of education; the procedure cycle for program development; the process for conducting a community needs assessment; program planning; program implementation (time lines, strategies, and budgetary considerations); effective meeting management; effective ways of conducting parent committee meetings, assessing their training needs, and recruiting parents; and program evaluation (purpose, process, design, final report, and findings). The manual includes a sample lesson plan; ideas for cultural development; techniques for story telling; and suggestions on the physical setting for a meeting, preparing an agenda, conducting the meeting, monitoring program activities, and group decision-making process. Forms used throughout the procedure cycle for program development are appended. (ERB)

ED 216 846 RC 013 409

Baker, C. Woodson, III

Year-Round Camping Through Adventure Education Programs. An Occasional Paper.

Fund for Advancement of Camping, Chicago, IL.
Spons Agency-Lingle (Bowman C.) Testamentary Trust, Chicago, IL.
Pub Date- Jan 76
Note-9p.
Available from-American Camping Association Publications Service, Bradford Woods, Martinsville, IN 46151 ($.50 plus shipping and handling).
Journal Cit-Camping Magazine; Jan 1976
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Adventure Education, *Camping, Exceptional Persons, *Financial Support, High Risk Persons, Individual Development, Long Range Planning, *Outdoor Education, *Program Development, Program Evaluation, Recreational Activities, Safety, Social Development, Staff Development, Youth
Identifiers-Private Enterprise, *Year Round Programs

Methods must be looked at to implement the objectives of summer camp all year long if we are truly convinced of the impact camp can have in exposing children to their outdoor heritage, challenging their imaginations, and developing their minds and bodies. Every camp or outdoor program differs in content, method, and approach, though all are addressing needs and interest of youth through common themes of socialization, education, recreation, and personal growth. Adventure education is a process whereby learning takes place through direct experience and includes methods and a setting that are generally unfamiliar and exciting to the pupil. The outdoor adventure center is the careful joining of the summer camp and the conference center, offering a sound approach to year-round camp usage with innovative educational experience which is marketable and programmatically sound. When developing a year-round program the camp director must consider common objectives and resources of the summer camp and adventure education program, while examining potential and proven markets which include private and public schools, special populations, youth-at-risk, industry and business, and colleges and universities. The camp director must also consider structuring the calendar, staffing, safety and training, program evaluation, and program components (socialization, education, recreation, personal growth). (ERB)

Mason, James A.
Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper.
Fund for Advancement of Camping, Chicago, IL.
Spons Agency-Lingle (Bowman C.) Testamentary Trust, Chicago, IL.
Pub Date-78
Note-17p.
Available from-American Camping Assoc. Publications Service, Bradford Woods, Martinsville, IN 46151 ($1.00 plus shipping and handling).
Journal Cit-Camping Magazine; Sep-Oct 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Camping, Experiential Learning, *Futures (of Society), *History, *Outdoor Education, Recreation, Rural Areas, Social Environment, *Social Responsibility, Urbanization, Values
Identifiers-Isolation (Geographic)

Drawing from histories of communal encampments, organized camps and outposts found their first growth in the Centennial years of U.S. history. Nineteenth-century America and the solitary camps of wilderness pilgrams also shared a kinship in a search for another course than that marked by the prevailing customs and conventions of urban life and institutions. Their beginnings, like the rural intentional communities and isolated hunters' camps of the same era, lay hidden beneath the more conspicuous flourishing of America's Guilded Age and were overshadowed by the events of a transitional period of history. Today, while

America's outposts of lake and forest learning and recreation have multiplied beyond belief, they are still but partially known and explored features of the nation's educational enterprise. Social tasks of camps, for the century ahead, are much like that of the Centennial era camps: to seek and sustain alternatives in community and vision; to reveal the connections of past and present; to support the linkages of cities and nature; to safeguard the diversity and humanity of life; and to open passages to a renewal of purposes and responsibilities, for men and women and their institutions. (Author/AH)

ED 216 848 RC 013 411

Doucette, Robert E. Levine, Frank M.

Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.

Fund for Advancement of Camping, Chicago, IL.
Spons Agency-Lingle (Bowman C.) Testamentary Trust, Chicago, IL.
Pub Date-May 79
Note-9p.
Available from-American Camping Assoc. Publications Service, Bradford Woods, Martinsville, IN 46151 ($.50 plus shipping and handling).
Journal Cit-Camping Magazine; May 1979
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Capital Outlay (for Fixed Assets), Cost Estimates, *Economic Factors, Economic Status, Income, *Operating Expenses, Outdoor Education, *Program Budgeting, Program Costs, *Resident Camp Programs, *Tuition

An economic analysis of setting tuition rates for organized camps addresses four topics of general interest: (1) measuring the economic value (revenues and expenses) of a camp; (2) measuring the true costs (fixed holding costs, fixed costs, and variable operating costs) of operation; (3) establishing a demand curve for measuring camp revenue; and (4) setting optimum tuition rates. The first three topics set the stage and establish the vocabulary for discussion of the fourth, which is the theme of this article. The analytical tools introduced here should facilitate decision-making with respect to expansion or contraction of camp operations and general long-range planning. A final observation suggested by this analysis is that it is applicable to the camping industry as a whole. Industry-wide (national or state) cost profiles and demand schedules can theoretically be constructed to suggest optimum operating conditions in terms of tuition and volume. (Author/AH)

ED 216 849 RC 013 412

Brower, Robert Brower, Mary

Group Experience: The Essence of Camping. An Occasional Paper.

Fund for Advancement of Camping, Chicago, IL.
Spons Agency-Lingle (Bowman C.) Testamentary Trust, Chicago, IL.
Pub Date-Jan 80
Note-9p.
Available from-American Camping Assoc. Publications Service, Bradford Woods, Martinsville, IN 46151 ($.50 plus shipping and handling).
Journal Cit-Camping Magazine; Jan 1980
Pub Type- Information Analyses (070) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Modification, *Camping, *Group Dynamics, *Group Experience, Living Learning Centers, Outdoor Education, *Self Concept, *Social Influences, Social Values

Five propositions related to the values of the group experience in camping are argued: (1) the group experience is the essence of camping; (2) groups influence behavior and enhance mental health; (3) camps serve a variety of purposes; (4) knowledge of group dynamics can influence camp outcomes; and (5) good camps benefit society. An elaboration on these five propositions clarifies their meaning, and supports them with research, logic, and experience. (Author/AH)

ED 216 850 RC 013 413

Shopper, Moisy
Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper.
Fund for Advancement of Camping, Chicago, IL.
Spons Agency-Lingle (Bowman C.) Testamentary Trust, Chicago, IL.
Pub Date-Mar 80
Note-9p.
Available from-American Camping Assoc. Publications Service, Bradford Woods, Martinsville, IN 46151 ($.50 plus shipping and handling).
Journal Cit-Camping Magazine; Mar 1980
Pub Type- Guides - Non-Classroom (055) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), *Camping, Data Collection, Experiential Learning, *Observation, Outdoor Education, *Parent Attitudes, Records (Forms), Student Attitudes, Student Behavior, *Student Evaluation, Values
Identifiers-*Psychological Assessment

Camps offer a unique opportunity to inform parents of the psychological workings of their child through information based on a large repertoire of situations. Camps can be interpreted to parents as a better way to observe, record, and report how their children: (1) reacted to ``on-hand contact''; (2) accepted duties and responsibility; (3) improved their skills; (4) overcame difficulties, such as fear, in improving their skills; (5) interacted with others; (6) adjusted to being away from home; and (7) viewed themselves. Observations and records, kept by more than one counselor, eliminate bias and provide different settings for observation. Reports should be free of psychological jargon and secondary assumptions. Records, which contain detailed descriptions of what was done by the child (threw things, destroyed his own property, spit, etc.) are accepted by parents better than labeling (temper outbursts, spoiled child, etc.). A positive outcome at camp is noting the acquired skills and interests the child pursued instead of watching TV. (AH)

ED 216 851 RC 013 414

Lingle, Kendall I.

Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper.

Fund for Advancement of Camping, Chicago, IL.
Spons Agency-Lingle (Bowman C.) Testamentary Trust, Chicago, IL.
Pub Date-May 80
Note-13p.
Available from-American Camping Assoc. Publications Service, Bradford Woods, Martinsville, IN 46151 ($.50 plus shipping and handling).
Journal Cit-Camping Magazine; May 1980
Pub Type- Information Analyses (070) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Attitude Change, *Camping, Comparative Analysis, Costs, Delinquency, *Delinquent Rehabilitation, Differences, Experiential Learning, *High Risk Persons, *Outdoor Activities, Program Effectiveness, Rehabilitation Programs, Resident Camp Programs, Values, *Youth, Youth Programs

Camping or other outdoor experience is seen as an alternative to incarceration for youth-at-risk, matching the excitement of the street-gang society or peer group, while simultaneously giving youth-at-risk a sense of the reason for teamwork, adherence to a group-respected value system, regard for skills and abilities of others, plus a re-establishment of trust in adults and peers. Ten basic types of alternative programs are discussed, along with their common elements (e.g., growth of self esteem, emphasis on one's achievements, and ability to think objectively) and differences of opinion on such program and environmental aspects as mainstreaming, early detection, techniques, and facilities. Information on program costs, success rates, and financing shows that estimated costs for resident therapeutic camps are lower than those of a penitentiary and that rehabilitation success rates of camps are 70-80%, while institutional rates are below 40%. Information is provided on leadership role of the Fund for the Advancement of Camping, statistics on juvenile delinquency, causes for delinquency, and types of youth-at-risk. Recommendations encompassed: developing a directory of all programs and resources currently in operation of the 10 types listed: gathering research and operational literature pertinent to youth-at-risk and making it available; and stimulating greater interest in and understanding of such programs. (AH)

ED 216 852 RC 013 415

Henderson, Karla A. Bialeschki, M. Deborah

Self-Concept Change in Camp Staff.

Pub Date-1 Mar 82

Note-15p.; Paper presented to the American Camping Association (New York, NY, March 1-6,. 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, *Attitude Change, *Camping, *College Students, Control Groups, Counselor Attitudes, Counselor Role, *Employee Attitudes, Outdoor Education, Resident Camp Programs, *Self Concept, Self Concept Measures, *Self Evaluation (Individuals), Sex, Summer Programs

Identifiers-Adjective Check List (Parker and Veldman), Wisconsin

The 1981 study ascertained whether the self-concept of 66 camp staff from 2 Wisconsin camps changed more than a control group of 18 college students attending summer school; if differences in self-concept were based on a particular characteristic (age, gender, staff position, years at camp); and in what ways, if any, self-concept of camp staff change. The Adjective Check List (ACL) and demographic and short answer questions were administered the first and last weeks of camp and summer school sessions. No significant changes were found between the two groups. Camp staff exhibited more total self-concept change, but only at the .05 level. Paired t-test, used to determine the difference between pre- and post-test scores, indicated a significant change over the summer between subscale scores on attitudes and ideology. Some significant differences were found between the seven ACL self-concept measurements and their characteristics: age was not a factor; counselor roles were most indicative on the ideology scale (showing they became more pragmatic); and gender did not affect change significantly, although females tended to change more than males. Of the 64 camp staff responding, 57 (90[illegible]) felt their self-concept had changed, even though the study results did not indicate that this was significantly true. (AH)

ED 216 853 RC 013 422

Appalachian Regional Commission: 1981 Annual Report.
Appalachian Regional Commission, Washington, D.C.

Pub Date-82
Note-62p.; For related documents, see ED 209 056-057.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Child Development, *Community Development, Cooperative Programs, Demography, Educational Improvement, Energy, *Financial Support, *Health Services, Housing, Regional Planning, *Rural Development, Transportation, *Vocational Education
Identifiers-*Appalachia, *Highways

Although fiscal year 1981 was a time of uncertainty for the Appalachian Regional Commission (ARC), Congress did appropriate $218.2 million for the highway program and $87 million for area development, research and local development districts (LDDs), and administrative costs. Coupled with other federal funds and funds from state and local sources, ARC expended $551.3 million in fiscal 1981. In addition to the highway program, programs continued in health, child development, vocational and other education, community development, energy and enterprise development, environment and natural resources, other programs and special demonstrations, housing, LDD planning and administration, and research and technical assistance. Supplemental grant funds were utilized according to priorities set by the Appalachian states; the share of education projects dropped from an earlier 57% to somewhat more than 7% in 1980 and 1981. Text and tables present an overview of ARC activities cumulatively from 1965 in the first part of the report. The next part provides maps, county population change data, program categories, amounts, and sources of funding for each of the 13 Appalachian states. A directory lists LDD addresses and a map pinpoints their locations. (BRR)

ED 216 854 SE 037 060

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-ISBN-92-3-101907-4

Pub Date-81

Note-270p.

Available from-Unipub, 345 Park Avenue South, New York, NY 10010.

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Reference Materials (130)

Document Not Available from EDRS.

Descriptors-Chemical Industry, *Chemistry, *College Science, Educational Games, Educational Trends, Foreign Countries, Higher Education, *Science Curriculum, Science Education, Science Equipment, *Science Experiments, *Science Instruction, Secondary Education, *Secondary School Science, Stimulation, Teaching Methods

This collection of articles, originally published in national and international journals, is fifth in a series devoted to trends in teaching chemistry. The volume is divided into nine sections, each with an introduction explaining why papers have been selected and outlining their particular interest. Section I provides a list of atomic masses, table of SI units, and chronologies of discovery of elements and chemical achievements. Section II is devoted to various aspects of chemistry curriculum and instruction, including what should be taught, best methodology to use, and curriculum in foreign countries. Chemistry of space and chemistry of the future are addressed in sections III and IV respectively. Differing opinions on how to teach oxidation/reduction, thermodynamics, and valence shell electron pair model are presented in Section V. Section VI describes some simple experiments, including chemistry magic shows. The focus of Section VII is on the design, development, and implementation of low-cost equipment, in foreign countries including a mobile laboratory unit and a chemistry kit developed in Kenya. Instructions for a periodic table game, six card games, simulation of chemical kinetics, and simulated experiments using calculators are provided in Section VIII. The last section addresses relationships between chemistry and chemical education with industry. (JN)

ED 216 855 SE 037 076

Munushian, Jack

Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.

University of Southern California, Los Angeles.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 80
Grant-SED-72-07714; SED-75-20820
Note-45p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Continuing Education, Credit Courses, *Engineering Education, Higher Education, *Industry, Masters Programs, Noncredit Courses, *Professional Development, *Science Education, *Telecourses
Identifiers-National Science Foundation

In 1972, the University of Southern California School of Engineering established a 4-channel interactive instructional television network. It was designed to allow employees of participating industries to take regular university science and engineering courses and special continuing education courses at or near their work locations. Final progress reports of two National Science Foundation (NSF) grants which built upon this program are provided in this document. Through NSF funding, semi-public television classrooms were set up in two industrial parks allowing employees from many different small and medium sized companies to pursue part-time degree and continuing education programs. As part of the overall program, (1) special continuing education courses were developed; (2) other courses from other sources representing a broad range of topics were presented; (3) students were able to earn a certificate of Master's degree equivalency in engineering; (4) opportunities were provided for company personnel to preview videotaped courses from other sources which they might use in company training; (5) criteria for evaluating non-university video courses were developed; and (6) efforts to promote the use of this program in particular and video courses in general were made. (DC)

ED 216 856 SE 037 078

Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).

National Science Supervisors Association, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 80
Grant-NSF-7909594
Note-60p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Chemistry, Classroom Observation Techniques, Conferences, Educational Trends, Elementary School Science, Elementary Secondary Education, Interpersonal Relationship, Laboratory Safety, *Leadership Styles, *Leadership Training, *Science Curriculum, Science Education, *Science Supervision, *Secondary School Science, Supervisory Methods, *Supervisory Training
Identifiers-National Science Foundation, National Science Supervisors Association

Believing that effective supervision depends upon a well-informed, competent leader, the National Association of Science Supervisors (NSSA) conducted a regional leadership conference for science chairpersons and supervisors (August 10-15, 1980) which focused on (1) increasing leadership skills in selecting supervisory techniques and strategies, and (2) examining trends in science curriculum. Conference topics summarized in this document include: (1) science is a basic; (2) self-assessment guidelines for secondary science; (3) trends in science curriculum; (4) safety and legal liability; (5) chemical safety; (6) interpersonal relations and effective meetings; (7) management skills for science educators; (8) development of reasoning; (9) handling stress and burnout; (10) what research says to the science teacher; (11) new approaches to supervision; (12) objective data gathering in the classroom; (13) federal grants in pre-college science education; and (14) future trends. Names and addresses of presenters are provided for those desiring additional information on a given topic. (Author/SK)

ED 216 857 SE 037 083

Lunetta, Vincent N.
Issues in Physics Education in Historical and Contemporary Perspective. Technical Report Iowa Univ., Iowa City. Science Education Center.
Pub Date-Mar 82
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Science, Curriculum Development, *Educational Trends, Elementary School Science, Elementary Secondary Education, Higher Education, *Physics, *Science Course Improvement Projects, *Science Curriculum, Science Education, *Science Education History, *Science Instruction, Secondary Education, Secondary School Science

Indicating that the rationale for teaching physics, to which curricula are ultimately directed, must focus on the needs of both future scientists and non-scientists alike, trends in physics curricula and instruction are viewed. Such changes are suggested to have taken place in response to growth in information, to changing perceptions of the nature of the physics discipline, and to a variety of other factors in the surrounding community and society. Following a review of physics enrollments and the state of physics in the late 1950's, science course improvement projects begun at this time are reviewed, including, for example, the Physical Science Study Committee Physics course, Nuffield Physics Project, Project Physics (formerly Harvard Project Physics), Berkeley Physics Course, Intermediate Science Curriculum Study, and Man Made World. Discussions of other trends in physics address student grouping and pacing, relevance through applied science and societal issues, role of the laboratory, use of resource materials and media, role of the teacher, and the role of research on learning and development in the curriculum development process. (DC)

ED 216 858　　　　　　　　　　　　SE 037 100

Yeany, Russell H.; Porter, Charles F.

The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.

Pub Date-Apr 82

Note-16p.; Paper presented at the National Conference of the National Association for Research in Science Teaching (Chicago, IL, April 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Observation Techniques, Elementary School Science, Elementary Secondary Education, Feedback, Microteaching, Nonverbal Communication, Observation, Science Education, *Science Teachers, Secondary School Science, *Teacher Behavior, Teacher Characteristics, Teaching Models, *Training Methods, Verbal Communication

Identifiers-*Meta Analysis, *Science Education Research

Meta-Analysis procedures were employed to integrate existing science education research findings on the effectiveness of teaching strategy analysis training to: (1) determine overall magnitude of effect that can be expected from such training; (2) determine and compare relative magnitude of effects attributable to various approaches to such training (for example, self-analysis versus analysis of models, or microteaching versus no microteaching); (3) examine the relationship between the effect and the school level of the teacher (elementary, middle, or high school); (4) compare the effects when measured directly by recording teacher behaviors versus more indirectly when measuring student behaviors; and (5) calculate the effects assessed through behavioral versus cognitive or affective outcomes. Studies selected included those with sufficient statistical data to derive an effect size for treatment in the study (difference between baseline mean and treatment group mean in units equal to standard deviation of baseline data). Results indicated: (1) teaching strategy analysis is an effective training procedure; (2) all procedures presented had a positive impact on teachers' behavior, especially the use of models and providing systematic feedback (method of choice); and (3) positive effect sizes in cognitive and affective areas and across educational levels. (Author/JN)

ED 216 859 SE 037 181

M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.

Wichita Unified School District 259, Kans.
Pub Date-Aug 75
Note-354p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, Experiential Learning, *Instructional Materials, *Learning Activities, Lesson Plans, *Mathematical Concepts, Mathematics Curriculum, *Mathematics Instruction, Mathematics Materials, Teaching Methods

This elementary school mathematics program presents an activity approach with maximum involvement of students. Teaching strategies, interest center activities, appropriate games, and a measuring device are suggested for each elementary mathematics topic. Each activity is identified as part of the concrete, semiconcrete, semiabstract, or abstract stage of development for a topic. The concrete stage stresses the use of manipulative materials. The semiconcrete stage features the use of the flannel board and the magnetic board. The semiabstract stage involves the use of the chalkboard and overhead projector. The abstract phase stresses the use of paper and pencil to record responses. (MM)

ED 216 860 SE 037 182

Games and Teaching Aids.

Wichita Unified School District 259, Kans.
Pub Date-Jul 79
Note-329p.; Colored pages may not reproduce clearly.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Drills (Practice), *Educational Games, Elementary Education, *Elementary School Mathematics, Games, Instructional Materials, *Learning Activities, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Student Motivation

This document is filled with suggestions for inexpensive teacher-made classroom aids that can be used for concept reinforcement with the total class, a small group, or individual students. The games and teaching aids provided, allow instructors to provide the motivational drill to develop speed and accuracy for basic computational skills. The material is divided into the following major areas: Sets; Numbers-Numeration; Computation-Whole Numbers; Fractions-Decimals; Geometry; Measurement; Laboratory; Universal; and Step-A-Set Games. Several of these areas are further subdivided into more precise specifications. All games and teaching aids are alphabetically listed within each subdivision, if applicable, or within the major area heading. It is felt each listed game can be adapted to reinforce different concepts through merely changing the game board problem cards.

ED 216 861 SE 037 183

MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
Wichita Unified School District 259, Kans.
Pub Date-Aug 81
Note-308p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Educational Objectives, Elementary Education, *Elementary School Mathematics, Experiential Learning, *Instructional Materials, *Learning Activities, *Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Teaching Methods
Identifiers-*Mathematics Laboratories

This book is a guide for the reinforcement of the elementary mathematics laboratory program. It uses a hands-on and activity approach with maximum involvement of the students. Reinforcement strategies for the first three phases (concrete, semiconcrete, and semiabstract) of each mathematics concept are suggested. Also included are specific job descriptions for a Title I Special Mathematics Teacher, a Mathematics Instructional Paraprofessional, and an Elementary Mathematics Instructional Specialist. (MM)

ED 216 862 SE 037 184

Rx: Home Remedies for Math.
Wichita Unified School District 259, Kans.
Pub Date-21 Jun 79
Note-105p.; Colored pages may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Educational Objectives, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Learning Activities, Mathematical Concepts, *Mathematics Instruction, Mathematics Materials, *Parent Participation, Parent Responsibility, Primary Education, Student Motivation, *Worksheets

This material is designed to aid parents in the primary-level mathematics instruction of their children at home. The text describes activities to strengthen basic skills. The suggested orientation is informal, ongoing, repetitious, and fun. Parents are encouraged to praise their children, and to remember that what may seem like minor achievement may in fact be major breakthroughs for their child. After presenting a flow chart for studying mathematics concepts, the guide presents activities on comparisons; positional relationships; patterning; basic shapes; counting; set recognition; numeral recognition; time; money; and computational skills. Worksheets and materials for many of the activities are provided. (MP)

ED 216 863 SE 037 270

DeLuca, Frederick P.
Measurement and Analysis of Logical Thinking. Final Technical Report.
Iowa State Univ. of Science and Technology, Ames.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-26 Mar 80
Grant-SED-77-18654
Note-20p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Science, College Students, *Computer Oriented Programs, Developmental Stages, Higher Education, *Logical Thinking, *Microcomputers, Physical Sciences, Science Education, Science Instruction, Sex Fairness, Social Psychology, Student Characteristics, Teaching Methods, *Testing
Identifiers-*Piagetian Tasks, *Science Education Research

Four Piagetian tasks (bending rods, chemical combinations, balanced beams and lights/switches) were programmed on a microcomputer system to rectify perceived deficiencies in the tasks. These deficiencies included misleading perceptual clues, bias against females, familarity with content and task, and high cost of administration and data collection. A microcomputer system for recording and measuring logical thinking ability was developed and tested in experiments designed to study: (1) the ability of subjects (N 394) to demonstrate logical thinking with two kinds of content (physical science and social-psychology); (2) patterns of logical thinking under two kinds of instruction (global and differentiated); and (3) automation of data collection. Findings from these studies indicate that: (1) the microcomputer is a useful tool for studying logical thinking; (2) teacher-learning variables can produce significant gains at the concrete operational level for college students, but gains at the formal operational level are more difficult; and (3) successful problem solvers tend to use relatively few, but highly efficient patterns. Nine advantages (including a significant reduction of task bias against female subjects) and four disadvantages of the microcomputer system are listed and discussed. (Author/JN)

ED 216 864 SE 037 368

Rowe, J. Stan

Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual

Saskatchewan Dept. of the Environment, Regina. Public Information and Education Branch.

Pub Date-80

Note-105p.; Document accompanied by a Leaflet. Oversized Wall Map was removed.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Audiovisual Aids, *Ecology, Elementary Secondary Education, *Environmental Education, Foreign Countries, *Geography, Land Use, *Maps, Natural Resources, Pamphlets, Science Education, *Science Materials

Identifiers-*Landscapes, *Saskatchewan

A landscape entails more than just a landform. It includes the associated local climates and plant communities. Outlined in a brochure is a resource kit designed to provide information and audiovisual materials to teachers interested in conducting studies in the landscape ecology of Southern Saskatchewan. Two of the items described in the brochure are included as part of this entry. The first is a reference manual about Saskatchewan landscapes, their use, misuse, and ecology. Following a general introduction, Chapter II emphasizes the care of the biosphere by identifying landscapes as complex ecological systems that must be understood before they can be managed. Chapter III describes common landforms of the province, their origins, and characteristics. Chapter IV reemphasizes the theme of earth care'' by elaborating upon the complex relationships among different components of the landscape and relationships among a system of landscapes. Chapter V addresses land use patterns and issues. Not included are seven audiovisual programs on different landscape types and seven colored posters. (DC)

ED 216 865 SE 037 369

Land Use in Saskatchewan.

Saskatchewan Dept. of the Environment, Regina. Public Information and Education Branch.

Pub Date-80

Note-280p.; Document accompanied by 16 fact sheets and a brief information sheet on the Wetlands Management Case Study.

Pub Type- Reports - Descriptive (141) - Reference Materials - Geographic (133)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Agriculture, Economics, *Environmental Education, Foreign Countries, Forestry, Geography, History, *Land Use, Legislation, *Natural Resources, *Policy Formation, Recreation, Water Resources, Wildlife

Information on land use in Saskatchewan is provided in this updated report by the Policy, Planning, and Research Branch of Saskatchewan Environment. Chapter I discusses the physical, economic, and cultural geography of Saskatchewan and traces the history of settlement in this province. Chapter II provides information on the province's resource base including geology and minerals, soils, vegetation, fish and wildlife, outdoor recreation, and water. Chapter III traces the history of land administration from pre-fur trade era to the present. Chapter IV, which comprises almost three fourths of the report, presents an overview of land use focusing on legislation, types, products, economics, and numbers of people involved in different land uses. Major sections include present land use, agriculture, forestry, wildlife, outdoor recreation, historic, cultural and heritage lands, lands for teaching and research, water and fisheries, mineral lands, settlements, and military lands. Sixteen fact sheets produced by the Land Use Policy Committee accompany this report and provide further background information on land use and the land use policy development process in Saskatchewan. Each sheet addresses a specific topic such as forest lands and waste disposal lands and may include photos, tables, maps, and graphs along with the written text. (DC)

ED 216 866 SE 037 372

Bethel, Lowell J. Hord, Shirley M.

Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date-Mar 82

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Elementary School Science, *Environmental Education, *Inservice Teacher Education, Knowledge Level, Primary Education, *Program Descriptions, *Program Evaluation, Science Education, *Science Programs, Teacher Attitudes

Identifiers-National Science Foundation, *Science Education Research, Texas

A description and evaluation of an environmental science inservice education program for teachers of grades 4-6 from central Texas is described. Participants attended 32 class sessions which involved lecture, demonstration, seminars, laboratory work, and discussion. Two full-day and four half-day field trips were also part of the program. The goals of the program were to increase teachers' environmental science knowledge, to help them identify and use appropriate resource materials, and to promote cooperation between the University of Texas at Austin and teachers. Program participants also conducted inservice workshops for their own schools and school systems resulting in a multiplier effect. In order to obtain formative and summative evaluation data, program participants responded to three instruments: one to assess teachers' concerns and changes in concerns about the inservice program, one to measure their attitudes towards science, and another to measure gains in environmental science knowledge. Instruments were administered three different times: pre-treatment, mid-way (16 weeks), and post-treatment (32 weeks). A control group was used. Findings indicate that participants' attitudes changed positively, that they demonstrated a significant increase in knowledge, and that they experienced personal growth and development. (DC)

ED 216 867 SE 037 429

Rose, Harvey, Ed.
Solar Energy Now.

Report No.-ISBN-0-250-40537-7
Pub Date-82
Note-222p.
Available from-Ann Arbor Science Publishers, 230 Collingwood, P.O. Box 1425, Ann Arbor, Michigan 48106.
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Conservation Education, Economic Factors, *Energy, Energy Conservation, *Environmental Education, Financial Support, *Government Role, *Solar Radiation, Technology, Utilities
Identifiers-*Alternative Energy Sources, *Energy Development

Twenty articles addressing different aspects of solar energy are compiled in this book. They represent the views of different governmental and non-governmental organizations, members of congress, and other individuals including, for example, Barry Commoner and Amory Lovins. Topics discussed include the need for federal support, passive solar techniques, gasohol, future prospects, solar communities, rights to solar access, wind energy, economic factors, transitional concerns, the role of electric utilities, history, employment opportunities, policy, and soft energy studies. An overriding theme of the book is that solar energy is technically and economically feasible but that increased support from the federal government is necessary to encourage solar research and development and to correct current imbalances in energy prices and free market operations resulting from huge subsidies to conventional energy sources. (DC)

ED 216 868 SE 037 432

deBenedictis, Tina And Others
Sex Differences in Science: I Don't Know.''
Pub Date-Mar 82
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Females, High School Students, Science Education, Secondary Education, *Secondary School Science, *Sex Differences, Spatial Ability, Student Attitudes, *Student Characteristics, *Test Interpretation
Identifiers-*National Assessment of Educational Progress, *Science Education Research

Three possible reasons for sex-related differences in science performance of 17 year olds were examined by analyzing total scores in three National Assessment of Educational Progress (NAEP) science booklets. Variables examined included spatial ability, attitudes toward science, and the use of the I don't know'' response. Because of an uneven distribution of spatial items across difficulty levels and a lack of attitudinal items in some of the booklets, this study focused on the I don't know'' response. A male-female difference in total scores was found with males scoring higher than females on pertinent items in all three booklets. Females used the I don't know'' response more often than males in one book and, in general, more often on items related to physical sciences. Several explanations are suggested as to why females may use the I don't know'' response more often than males: (1) they are more lacking in science knowledge than males, (2) they are more willing to admit their lack of knowledge, and (3) they are unwilling to take risks. (DC)

ED 216 869 SE 037 433

Lockheed, Marlaine E. Harris, Abigail M.

Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science.

Educational Testing Service, Princeton, N.J.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0032

Note-18p.; Paper presented at the American Educational Research Association (New York, NY, March 18-23, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment, *Classroom Observation Techniques, *Elementary School Science, Elementary School Students, *Females, Grade 4, Grade 5, Intermediate Grades, *Peer Teaching, Science Education, Science Instruction, Scientific Literacy, Sex Bias, *Sex Differences, Sex Stereotypes, Teaching Methods

Identifiers-*Science Education Research

To investigate factors which could explain the unequal participation and performance of males and females in science, the limited opportunity for females to acquire scientific literacy from their male peers in school was examined. It was assumed that males are more scientifically literate than females (even at elementary school age), that most peer learning results from same-sex as opposed to cross-sex interaction, and that cross-sex group work for science projects would increase female scientific literacy. Fourth- and fifth-grade students from 29 classrooms in California and Connecticut completed three pretests in the fall of 1980: classroom sociometric, attitude survey, and problem solving task completed once individually and once by a four person mixed-sex group. Posttests were administered the following spring. Researchers observed each classroom eight times, focusing each time on three boys and three girls randomly selected. Test results and observations were used to assess classroom organization, extent of cross-sex cooperation, willingness to participate in cross-sex interaction, and sex bias/sex stereotyping. Findings indicated that opportunities for peer learning in general and cross-sex peer learning in particular were few, students were not receptive to cross-sex grouping, and that more peer learning opportunities existed in collaborative than in non-collaborative classrooms. (DC)

ED 216 870 SE 037 434

Bredderman, Ted

The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.

New York State Univ. System, Albany.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-SED-82-001
Pub Date-Feb 82
Grant-SED-79-18717
Note-86p.; Charts contain small print.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Conventional Instruction, Elementary Education, *Elementary School Science, *Process Education, Questioning Techniques, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Science Programs, Student Behavior, Teacher Behavior, *Teaching Methods
Identifiers-*Meta Analysis, National Science Foundation, *Science Education Research

A quantitative synthesis of research findings on the effects of three major activity-based elementary science programs developed with National Science Foundation support was conducted. Controlled evaluation studies of the Elementary Science Study (ESS), Science-A Process Approach (SAPA), or The Science Curriculum Improvement Study (SCIS) were used to examine effects on student outcomes and effects on classroom practices. For the effects on student outcomes, a meta-analysis of 57 studies resulted in 400 separate comparisons involving 13,000 students from 1,000 classrooms. An average improvement of 20 percentile units on science process tests for students in activity-based programs over those in other programs was found. This improvement was significantly greater for disadvantaged students and less for advantaged students. Effects on classroom practices were synthesized from 12 studies in which teaching practices were systematically observed during 1,800 science lessons presented in activity-based and non-activity-based classrooms. Results indicate that, on the average, the use of student hands-on activities increased by nearly 10% in the classrooms of the new programs. Talk decreased by 9% and lecturing by 7%. (DC)

ED 216 871 SE 037 435

Lockett, Danuta Wal

The Relationship of Classificatory Behavior in Fourth Grade Students Performance in a Science Education Program at a Museum.

Creative Associates, Inc., Washington, D.C.

Pub Date-Mar 82

Note-18p.; Paper presented at the American Educational Research Association (New York, NY, March 18-23, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Classification, Cognitive Development, *Developmental Stages, *Elementary School Science, Grade 4, Intermediate Grades, Science Education, *Science Programs, *Student Behavior, Student Characteristics, *Zoos

Identifiers-*Science Education Research

Classificatory behavior of 41 fourth graders enrolled in a science program at the National Zoological Park in Washington, D.C. was assessed on an instrument adapted from Piaget's interviews with children on class inclusion. Developmental levels were related to student performance in the program. Data analysis shows that students with a high understanding of class inclusion perform better in the program. The data also support Piaget's finding that a lag exists in children's application of class inclusion to animal classes. The results imply that educators keep in mind the developmental levels of students when planning programs and provide students with opportunities to extend emerging cognitive abilities to new situations. (Author/JN)

ED 216 872 SE 037 436

Schunk, Dale H.

Progress-Contingent Rewards: Do They Boost Children's Achievement?

Pub Date-Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982). Some pages may not reproduce well due to lightness of original.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement, Division, Educational Research, Elementary Education, *Elementary School Mathematics, Motivation, *Rewards, *Self Esteem

Identifiers-*Mathematics Education Research, Self Efficacy Theory

This experiment tested the hypothesis that rewards given for progress during competency development promote children's mathematical skill development, percepts of self-efficacy, and interest. Children received didactic instruction in division operations and were offered rewards contingent on their actual progress, rewards for simply participating, or no rewards. Results showed that progress-contingent rewards led to higher task involvement, skill development, perceived efficacy, and interest. Regardless of treatment, perceived efficacy bore a significant and positive relationship to subsequent task interest in the absence of incentives. (Author/MNS)

ED 216 873 SE 037 438

Becht, Paul A. Gadsden, Thomas, Jr.
The Aviology Concept Program. Resource Monograph Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date-81
Note-42p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aerospace Education, Aviation Technology, *Course Descriptions, Interdisciplinary Approach, Physical Sciences, *Program Descriptions, Science Activities, *Science Curriculum, Science Education, Science Instruction, *Science Programs, Secondary Education, *Secondary School Science, *Units of Study
Identifiers-*Aviation Education

This program, consisting of 10 instructional modules (or units), evolved from Aviology'', a course created in 1971 in response to needs expressed by Florida students and teachers for a course that would present the important concepts of physics. Each of the 10 modules has three sections: (1) purpose; (2) instructional approach; and (3) summary of activities, an annotated, sequential list of all activities included in the module. Module titles include: (1) Man's Preoccupation with Flight; (2) Getting From One Place to Another; (3) Building A Plane; (4) The Science of Moving Purposefully Through the Air; (5) Anatomy of Weather; (6) Physical Effects of Flight on People; (7) Contemporary Aviation; (8) Effects of Aviation on Society; (9) Careers with Aviation; (10) Environmental Ramifications of Aviation. Although these modules, using an interdisciplinary approach, may be taught in sequence for a year-long aviation course, one or more may be selected and used as part of a general science, social science, or career guidance program. (JN)

ED 216 874 SE 037 439

O'Brien, Francis J., Jr.

Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.

Pub Date-82
Note-32p.
Pub Type- Reports - Research (143) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Correlation, *Educational Research, Higher Education, Mathematical Formulas, *Proof (Mathematics), *Research Tools, *Statistics
Identifiers-*Applied Statistics

This paper presents in detail a proof of the limits of the sample bivariate correlation coefficient which requires only knowledge of algebra. Notation and basic formulas of standard (z) scores, bivariate correlation formulas in unstandardized and standardized form, and algebraic inequalities are reviewed first, since they are necessary for understanding the proof. Then the proof is presented, with an appendix containing additional proofs of related material. (MNS)

ED 216 875 SE 037 664

Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981).
National Science Foundation, Washington, D.C.
Report No.-NSF-SED-82-004; NSF-SED-82-56
Pub Date-Feb 81
Note-178p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Conference Proceedings, Curriculum Development, *Educational Development, *Educational Innovation, Educational Needs, *Educational Research, Educational Researchers, Federal Aid, Information Dissemination, *Mathematics Education, Research and Development Centers, *Science Education
Identifiers-*National Science Foundation

This document is composed of edited speeches from a meeting of directors of National Science Foundation (NSF) projects, NSF staff, and other selected invitees convened by the Division of Science Education Development and Research (SEDR). An introduction by Walter L. Gillespie, a copy of the three-day agenda, and 16 addresses are included. The titles and presenters of some of these addresses are Integrated Research, Development, Dissemination and Practice in Science Education,'' Ralph W. Tyler with reactions by Robert Karplus and Ronald G. Havelock; The Role of the National Diffusion Network in Spreading Educational Innovations,'' Lee E. Wickline; The Interpretation of Research and Development in Science Education,'' Rustum Roy; Projects that Integrate Science Education Research and Development: Benefits of Interactions and Costs of Missed Opportunities,'' Mary Budd Rowe; What Science/Math Education Researchers Say to the Development Community,'' Diane McGuinnes; New Horizons in Educational Development,'' Jack Lochhead; Current Targets of Opportunity - What Science/Math Education Developers Say to the Research Community,'' Howard D. Mehlinger; Education in Science and Technology for All Americans,'' Izaak Wirsrup; and Relating Research and Development in Education,'' Susan F. Chipman. (PEB)

ED 216 876 SE 037 698

Shaw, Terry
ORES - Objective Referenced Evaluation in Science.
Kansas State Univ., Manhattan.
Pub Date- 82
Note-31p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Elementary School Science, Elementary Secondary Education, *Process Education, Science Education, *Science Tests, Secondary School Science

Science process skills considered important in making decisions and solving problems include: observing, classifying, measuring, using numbers, using space/time relationships, communicating, predicting, inferring, manipulating variables, making operational definitions, forming hypotheses, interpreting data, and experimenting. This 60-item test, developed for grade 6 but appropriate for grades 7 and 8, contains several items based on each of these processes. Test characteristics reported include a 5.5 readability level based on Dale-Chall readability formula and assumption of student familiarity with the metric system, content validity, and a split-half reliability coefficient of 0.294 using the Kuder-Richardson 20 formula. Suggested uses of the instrument include: (1) evaluating the level of competency or attainment of students on various processes, (2) evaluating the effectiveness of a particular teaching strategy in relation to process skill attainment; (3) evaluating the effectiveness of a science program or materials in the area of science processes; and (4) using the test as a model for designing an instrument better suited for a specific situation. A list of specific objectives and correct answers corresponding to each item is provided. (SK)

ED 216 877 SE 037 701

Farr, John E. van den Berg, Willem H.

Minicomputers in the Teaching Laboratory - An Example from Physics.

Pub Date- 82
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Science, *Computer Oriented Programs, Engineering Education, Higher Education, *Instrumentation, *Microcomputers, *Physics, Science Activities, Science Education, *Science Experiments, *Science Instruction
Identifiers-Microprocessors

Microcomputers are commonly interfaced to external devices in scientific, industrial, and consumer settings for data acquisition and for control. The general problem under consideration is the task of taking measurements of some continuous phenomenon, transforming them into digital form, and storing the data in the microcomputer for later use. First, the physical variable to be measured must be changed to a voltage (or resistance) by means of some transducing device; for example, light intensity can be transduced to a voltage using a photocell. Then, too-large or too-small voltages need to be amplified. Next, the continuous voltage is converted to a digital representation in eight bits. Finally, the analog-digital converter is connected to the data address, and control buses of the microcomputer. Microcomputers such as Apple, TRS-80, Atari, Compucolor, and others, have a game paddle'' which is used to accomplish all of these steps while another method involves using a thermocouple. Once the system is ready, such experiments as those involving pendulums can be easily accomplished, a typical program recording the position of a swinging pendulum, displayed the motion on the monitor, and displaying graphs of variables examined during the experiment. Most students prefer using the computer as it swiftly and accurately performs the experiment's busywork. (Author/JN)

ED 216 878 SE 037 702

Rohrer, John D., Ed. Heimlich, Joe E., Ed.

Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.

Ohio State Univ., Columbus. Cooperative Extension Service.

Spons Agency-Ohio State Dept. of Natural Resources, Columbus.

Pub Date-2 Dec 81

Note-54p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Leaders, *Community Programs, Conferences, Environmental Education, Pollution, Program Descriptions, Recycling, State Legislation, *Waste Disposal, *Wastes, Workshops

Identifiers-*Littering, *Ohio

Proceedings from a workshop for community leaders on litter control held in Painesville, Ohio on December 2, 1981 are presented. Complete and abbreviated texts of the different sessions provide an overview of litter control information, issues, and programs in Ohio. Topics covered include results from a statewide study of the amount and content of Ohio's litter, prior efforts to solve the problem, approaches used in other states to control litter, reasons why people litter, services from the Ohio Department of Natural Resources Office of Litter Control, procedures for organizing a local litter campaign, exemplary programs, and low cost approaches to change. (DC)

Horak, Willis J. Blecha, Milo K.
Students' Rating of Instruction in Elementary Science Methods Courses.
Pub Date-82
Note-14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conventional Instruction, Elementary Education, *Elementary School Science, Elementary School Teachers, Higher Education, Inquiry, Methods Courses, Methods Teachers, *Preservice Teacher Education, Science Education, *Science Instruction, *Student Attitudes, *Student Evaluation of Teacher Performance, *Student Teacher Relationship
Identifiers-*Science Education Research

Relationships between students' (N 169) rating of instruction and students' attitudes about inquiry and traditional teaching in elementary science classes were investigated. Since one of the goals of their methods class was to develop or adopt teaching styles on their own, it was hypothesized that the congruence of students' adopted teaching style with that of their elementary science methods instructor would possibly influence their rating of instruction. Two instruments were used in the study: a 21-item course/instructor evaluation form (general course attitude, instructor, course content, interest/attention) and a 20-item instrument relating to inquiry/traditional science teaching based on the Science Teacher Ideological Preference Scale'' (STIPS). Correlations between students' and instructors' beliefs were used to divide students into three groups where instructor/student beliefs were: (1) highly similar; (2) similar; and (3) dissimilar. Results from one-way analyses of variance indicated significant differences related to general course attitude, method of instruction, and overall rating, with no significant differences related to course content, interest/attention, or instructor. Results suggest that students' beliefs about teaching science in elementary school may influence their ratings of course/instruction in some instances but not others. (Author/JN)

ED 216 880 SE 037 704

Fisher, Kathleen M. Lipson, Joseph I.
Student Misconceptions in Introductory Biology.
Pub Date-Mar 82
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biology, Cognitive Processes, *College Science, *Concept Formation, Error Patterns, Higher Education, Knowledge Level, *Measures (Individuals), Science Education, *Scientific Concepts, Student Characteristics
Identifiers-*Misconceptions, *Science Education Research

Defining a ``misconception'' as an error of translation (transformation, correspondence, interpolation, interpretation) between two different kinds of information which causes students to have incorrect expectations, a Taxonomy of Errors has been developed to examine student misconceptions in an introductory biology course for science majors. Two forms of the Taxonomy are included. Major categories in the long form include: (1) primary encoding errors-missing and incorrect/faulty knowledge; (2) errors of relationship-missing and incorrect/faulty relationships; (3) errors of processing encoded information-algorithms missing, incorrect, or correct with an error; (4) errors of management, including failure to recognize or resolve conflicts or contradictions in knowledge, to generate effective ``runnable'' models, to develop effective and efficient metastrategies, and failure of confidence in using knowledge. Specific examples are presented to illustrate student misconceptions in terms of the Taxonomy. For example, when asked if a single base deletion in mRNA, tRNA, sense strand of DNA, nonsense strand of DNA, or both strands of DNA (both strands of DNA is the correct answer), 39 out of 72 students answered it incorrectly, suggesting missing knowledge. Examples of research studies are cited and potential inadequacies of the Taxonomy are discussed. (Author/JN)

ED 216 881 SE 037 751

Chastko, Audrey Marie

Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials.

Pub Date-Sep 81
Note-123p.; Master's Thesis, University of Calgary.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, *Attention, *Chemistry, Cognitive Processes, *Questioning Techniques, Recall (Psychology), Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Student Behavior, Teaching Methods
Identifiers-Canada, *Science Education Research

This study investigated the extent of forward shaping due to post-questions on (1) focussing Canadian chemistry students' (N 109) attention on different and similar categories of information (for example, kinds of chemical reactions) described in a science text and (2) requiring students to process science information at high/low knowledge and high/low comprehension levels. Students were randomly assigned to one of six groups: control, reading-only, and one of four post-questions groups. Students in the latter groups read a chemistry text interspersed with post-questions measuring knowledge or comprehension. A posttest was administered consisting of all four types of post-questions used during instruction. Results indicated that students' scores on the post-test were higher on post-test items from a different category than the inserted questions, suggesting that post-questions inserted in a chemistry test can induce a learning set influencing students' attentional processing. (Author/JN)

ED 216 882 SE 037 752

Horak, Willis J. And Others

An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation.

Pub Date-Apr 82
Note-13p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Chicago, IL, April 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Chemistry, Elementary Education, *Elementary School Science, Elementary School Teachers, *Inservice Teacher Education, *Physics, *Program Descriptions, *Program Evaluation, Science Education, Science Instruction
Identifiers-*Science Education Research

A description and evaluation of a year-long science in-service program for elementary teachers is provided. Consisting of three components, the program was designed to expand teachers' understandings of physics and chemistry concepts and processes and to encourage more science teaching and science activities in their classrooms. The on-campus instructional components involved 90 hours of content instruction, laboratory activities, and acquisition of school district resource information and materials. Two-thirds of this time was devoted to traditional physics and chemistry topics and one-third to interdisciplinary topics such as solar energy, ecology, and science as a human activity. A sample lesson plan for physics and one for chemistry are provided. An off-campus in-service program conducted simultaneously with the on-campus program involved weekly visits to participating teachers to observe them, review and critique materials, and present model demonstrations. The last component, subjective and objective evaluation, consisted of informal classroom observations, a pre- and posttest of science content knowledge, and a Q-sort instrument to assess teacher beliefs about the importance of specific classroom behaviors by teachers. Evaluation results favored the team teaching approach used. (DC)

ED 216 883 SE 037 753

Enz, Judith And Others

Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future.

Pub Date-82
Note-16p.; Paper presented at the Annual Meetings of the National Science Teachers Association (Chicago, IL, April 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Development, Elementary School Science, Elementary Secondary Education, *Inservice Teacher Education, Knowledge Level, *Program Effectiveness, Program Evaluation, Science Course Improvement Projects, *Science Education, *Science Programs, Secondary School Science, *Student Attitudes, *Teacher Attitudes
Identifiers-*Meta Analysis

One hundred eighty studies of science inservice projects reported in the literature from 1973-1980 were reviewed. Sixteen of these studies contained sufficient data for meta-analysis (technique by which treatment effects can be quantified, standardized, and compared using a size effect'' statistic). The magnitude of the effect of the science inservice on teachers and/or their students was considered for this particular analysis. A total of 59 effect sizes was obtained from the 16 studies and grouped into subsets of teacher knowledge, teacher attitude, students knowledge, student attitude, implementation-use of National Science Foundation (NSF) curricula, and preferred type of inservice programs for further analyses. The overall average effect size for science inservice projects, regardless of emphasis, was .84. The results suggest that science inservice projects have had considerable effect on teachers and/or their students. (Author/DC)

ED 216 884 SE 037 754

Kieran, Carolyn

The Learning of Algebra: A Teaching Experiment.

Pub Date-Mar 82
Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algebra, *Cognitive Processes, Educational Research, *Error Patterns, Secondary Education, *Secondary School Mathematics
Identifiers-*Mathematics Education Research, Teaching Experiment

This paper focuses on the identification of some conceptual factors underlying the initial learning of algebra. It describes a study which uncovered three predominant notions existing in a sample of ten 12- and 13-year olds prior to formal instruction in algebra, and the ways in which a particular approach to the teaching of algebra affected both the existing concepts and the construction of new ones. Analysis of protocol data indicates not only that certain aspects of the teaching outline provided powerful tools for transforming some of the pre-algebraic concepts, but also that contradictory notions seemed to coexist in the learner's conceptual framework and that some of these proved to be quite resilient to instruction.

ED 216 885 SE 037 758

Harms, Norris

Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report

Colorado Univ., Boulder. School of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-SED-80-003
Pub Date-80
Grant-SED-77-19001
Note-434p.; For related documents, see ED 148 628, ED 166 034, ED 166 057, and ED 205 367.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Biological Sciences, Curriculum Development, *Educational Needs, *Elementary School Science, Elementary Secondary Education, *Inquiry, Needs Assessment, Physical Sciences, *Science Curriculum, Science Education, Science Instruction, Science Teachers, Scientific Enterprise, *Scientific Literacy, *Secondary School Science, Teacher Education, Technology
Identifiers-Discrepancy Analysis, National Science Foundation, *Science and Society, *Science Education Research

This report describes the rationale, methodology, findings, and recommendations of Project Synthesis,'' a research study which synthesized and interpreted information found in six selected databases. Using a discrepancy model, five focus groups (biological sciences, physical sciences, inquiry, elementary school science, and science/technology and society) each determined desired (ideal) states, described actual states, and offered recommendations based on discrepancies between the actual and desired states in their particular area of science education. Chapter 1 contains an overview and summary of the project and five focus groups. Chapters 2-4 are focused on the desired biology program, actual biology programs, and discrepancies between the actual and desired biology programs, including information gaps, needed research, and recommended solutions. The desired state of physical science programs, actual state of physical science programs, and status and needs of precollege physical science education are considered in Chapters 5-7. The desired state of inquiry, status of inquiry, and an analysis of and recommendations for the role of inquiry in science education are discussed in Chapters 8-10. The status and needs of science education in the elementary grades and the interaction of science/technology and society and its place in precollege science education are considered in Chapters 11 and 12 respectively. (JN)

ED 216 886 SE 037 800

The 5-Year Outlook on Science and Technology 1981.
National Science Foundation, Washington, D.C.
Report No.-NSF-81-40
Pub Date-81
Note-108p.; For related documents, see SE 037 801-802.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Engineering, Futures (of Society), Government Role, *Long Range Planning, *Needs Assessment, *Policy Formation, Problems, *Sciences, Scientific Personnel, Technological Advancement, *Technology
Identifiers-National Science Foundation

This report, one of two required by Public Law 94-282, is concerned with current and anticipated developments in science and technology and the effects of those developments on society. It is to provide, in part, for the Congress to be regularly informed of the condition, health and vitality of science and technology and the relation of science and technology to changing national goals, and for the executive branch of the government to be able to identify and assess emerging and future areas in which science and technology can be used in effectively addressing national and international problems. The report is organized in two chapters. Chapter I focuses on the impacts that science and technology are likely to have on problems that transcend or cut across specific substantive fields or areas of application and on the ways in which developments external to science and technology are likely to affect their conduct. Chapter II is concerned with the probable effects of developments in science and technology in specific areas of application. (Author/SLH)

ED 216 887 SE 037 801

The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.

National Science Foundation, Washington, D.C.
Report No.-NSF-81-41
Pub Date-81
Note-398p.; For related documents, see SE 037 800 and SE 037 802.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Engineering, Futures (of Society), Government Role, *Long Range Planning, *Needs Assessment, *Policy Formation, Problems, *Sciences, Scientific Personnel, Technological Advancement, *Technology
Identifiers-National Science Foundation

This is the first of two volumes of source documents commissioned by the National Science Foundation in preparing the second 5-Year Outlook on Science and Technology for transmission to the Congress. This volume consists of 17 chapters prepared by the National Research Council about human resources, natural resources and the environment, research frontiers, research systems, and new technologies. These chapters offer the views and opinions of individuals who are actively engaged in research. This volume, along with Volume II, complement the 5-Year Outlook by providing indepth discussion and supporting evidence and argument for highlighted topics. (Author/SLH)

ED 216 888 SE 037 802

The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.

National Science Foundation, Washington, D.C.
Report No.-NSF-81-42
Pub Date-81
Note-455p.; For related documents, see SE 037 800-801.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Engineering, Futures (of Society), Government Role, *Long Range Planning, *Needs Assessment, *Policy Formation, Problems, *Sciences, Scientific Personnel, Technological Advancement, *Technology
Identifiers-National Science Foundation

This is the second of two volumes of source documents commissioned by the National Science Foundation in preparing the second 5-Year Outlook on Science and Technology for transmission to the Congress. This volume consists of the views of individuals selected by the Committee on Science, Engineering and Public Policy of the American Association for the Advancement of Science (AAAS) and the Social Science Research Council (SSRC) and 11 Federal agency reports. The papers written for the AAAS committee deal with public policy problems associated with science and technology. Those written for SSRC focus on current developments in social and behavioral science disciplines. The federal agency papers deal with anticipated problems, opportunities and constraints related to science, technology, and public policy from the perspectives of the missions of these agencies. Also included is a selected, annotated bibliography of published sources and a subject index to the two Source Volumes. (Author/SLH)

ED 216 889 SE 037 811

Gerlovich, Jack A. Downs, Gary E.
Better Science Through Safety.
Report No.-ISBN-0-8138-1780-3
Pub Date-8.
Note-146p.
Available from-Iowa State University Press, Ames, IA 50010 ($10.95).
Pub Type- Reports - Descriptive (141) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention, *Biology, *Chemistry, College Science, Disabilities, Guidelines, Higher Education, *Laboratory Safety, Legal Responsibility, *Physics, *Safety, Safety Education, Safety Equipment, School Safety, Science Education, Science Instruction, Secondary Education, *Secondary School Science
Identifiers-Hazardous Materials, Iowa

Following a brief description of the major components found effective in school safety programs (safety management, education, and services) and data on school accidents in Iowa, this book addresses various aspects of safety related to science instruction, emphasizing that responsibility for safety must be shared by both teacher and students. Areas discussed include: (1) legal liability (definition of pertinent terms, teacher responsibilities, and case studies); (2) eye protection; (3) safety issues and concerns in biology, chemistry and physics settings; (4) safety concerns, considerations, and measures related to field trips and associated activities, the physical plant, science facilities, student research projects, and handicapped students; and (5) accident/incident reporting systems. General and specific guidelines are provided for each of the major areas and related topics addressed. Appendices include checklists related to the areas, a chart of selected eye protectors, safety equipment (eye washes, safe pipettor, safe pipetting station, and a self-sterilizing inoculating loop), and general first-aid guidelines. (JN)

ED 216 890 SE 037 812

Crowley, Michael F. And Others

Women and Minorities in Science and Engineering.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Pub Date-Jan 82
Note-163p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-College Science, Employed Women, *Employment Patterns, *Engineering, Engineering Education, *Engineers, *Females, Higher Education, *Minority Groups, Natural Sciences, Professional Education, Professional Recognition, Racial Differences, Science Education, *Scientists, Secondary Education, Sex Differences, Social Sciences
Identifiers-National Science Foundation

Congress, as part of the Fiscal Year 1981 National Science Foundation Authorization Act (Public Law 96-516), called for the Director of the National Science Foundation to transmit to the Congress and certain Federal agencies a biennial statistical report on the participation of women and minorities in science and engineering employment and training. This report responds to the Congressional directive. Chapter 1, a descriptive overview of the participation of women and minorities in the natural and social sciences and engineering, highlights differences in employment patterns between women and men and between whites and racial minorities. Chapter 2 reviews a series of indicators, such as unemployment rates and salary differentials, to assess relative labor market conditions for scientists and engineers. Chapter 3 examines the acquisition of science and engineering (S/E) skills. Data are presented on the number and proportion of women and minorities earning S/E degrees and on the acquisition of mathematics and scientific skills by women and racial minorities prior to college entry. Statistics indicate that although employment of female and minority scientists and engineers increased between 1974 and 1978, women and blacks are still underrepresented than males and whites respectively. (Author/DC)

ED 216 891 SE 037 813

Blosser, Patricia, E., Ed. Mayer, Victor J., Ed.

Investigations in Science Education. Volume 8, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-82
Note-84p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus OH 43212 ($1.75 single copy, $6.00 per year subscription price).
Journal Cit-Investigations in Science Education; v8 n2 1982
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cognitive Development, *College Science, Computer Assisted Instruction, Concept Formation, Educational Research, Elementary Secondary Education, Higher Education, Reading Comprehension, Reading Readiness, Science Education, *Science Instruction, Science Laboratories
Identifiers-*Science Education Research

Volume 8, No. 2 of Investigations in Science Education contains critiques of articles dealing with science education research about various aspects of instruction. Also included are five responses from authors of articles to critiques of their work as it has been reported in professional journals. In total, this volume contains 10 critiques and five responses to critiques. The student differences, instruction and reading comprehension, relationship of curriculum materials to student self-concept, the use of concrete exemplars in teaching chemistry, the effectiveness of computer simulated laboratory experiences, student cognitive structure and the structure of science concept, and the ability to distinguish between teleological and causal explanations. (PEB)

ED 216 892 SE 037 820

Jansson, Lars C.

A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.

Pub Date-May 82
Note-107p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cross Cultural Studies, Educational Research, *Foreign Countries, Higher Education, International Studies, Mathematics Curriculum, Mathematics Instruction, *Mathematics Teachers, *Preservice Teacher Education, *Secondary School Mathematics, Surveys, *Teacher Education Programs
Identifiers-*Mathematics Education Research, Netherlands, West Germany

The survey, conducted during 1979-80, focused on practices in the professional component of preservice teacher education in West Germany and the Netherlands. The report is divided into four major sections: (1) the structure of the questionnaire (included in the appendix), (2) the West Germany results, (3) the Dutch results, and (4) concluding remarks. A brief description is given of the educational system in each country. Data are then presented and discussed on such factors as number and type of mathematics courses, student teaching practice, activities in mathematics education courses, topics dealt with in the school classroom, topics and activities used in methods classes to help teachers think about classroom instruction, and theoretical bases. In the brief concluding section, several similarities and differences occurring between programs are noted. For instance, analysis/calculus, linear algebra, and geometry receive considerable attention in both countries, while the stress on computer science varies. Concern was expressed by respondents from both countries about the role and nature of the school practicum. (MNS)

ED 216 893 SE 037 861

Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982).
Society for College Science Teachers.
Pub Date-82
Note-56p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstracts, *College Science, *Computer Oriented Programs, Curriculum Development, Engineering Education, Environmental Education, Higher Education, *Microcomputers, Program Descriptions, *Science Curriculum, Science Education, *Science Instruction, *Science Programs, Student Characteristics, Teaching Methods
Identifiers-National Science Foundation, *Science Education Research

Abstracts of papers presented at the 1982 Annual Meeting of the Society for College Science Teachers (SCST) are listed alphabetically by first author in this two-part program. The first set of 28 abstracts represents a wide range of topics and issues in college science teaching, including among others, solar energy, scientific/technical writing, student characteristics (cognitive style, intellectual development, and others), college science curriculum (biology, chemistry, microbiology, environmental studies), teaching methods, and facilities. Fifty-four abstracts of papers presented during an SCST-sponsored symposium on federally funded projects in college science teaching are listed in the second part of the program. Various topics and issues in college science curriculum and instruction are addressed including among others, setting up a computing center, computer literacy, computer graphics, computer assisted instruction, microcomputers in college science education, coastal-environmental studies, pre-freshmen engineering program, laboratory experiences in particular and science in general for the non-science student, microcomputer software in science, laboratory in sensory physiology and perception, and an instructional management and student evaluation tool for programs in individualized instruction. (JN)

ED 216 894 SE 037 871

Stern, Virginia W., Comp. And Others

Out of School Programs in Science.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-AAAS-Pub-81-10

Pub Date-Dec 81

Grant-SPI-8005420

Note-51p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-After School Programs, College Science, Elementary School Science, Indexes, Museums, *National Programs, Nature Centers, Planetariums, Program Content, *Program Descriptions, *Science Education, *Science Programs, *Science Teaching Centers, Secondary School Science, State Programs, Zoos

Identifiers-*Junior Academies of Science, National Science Foundation

Science programs which take place outside the traditional classroom and beyond the usual school hours are listed. The programs (designed for all ages and educational levels and scheduled after school, on Saturdays, evenings, and during summer months) are offered in multidisciplinary science centers located in larger cities, small town museums, regional park centers, coastal field stations, wilderness preserves, and observatories. The list contains three types of programs. Local programs, listed alphabetically within each state, include all programs based at a site such as a museum, science center, zoo, field station or nature preserve. National programs (Boy Scouts, Earthwatch, and Sierra Club among others), listed in a separate section, are usually not connected to a particular building or site and may take place on various campuses, changing sites each year. Types of activities associated with a specific program, name, address, and telephone number of the sponsoring facility, as well as the science area fostered (marine biology, natural history, astronomy, multidisciplinary, among others) are provided for these programs. A list of states sponsoring Junior Academies of Science or other state programs is also provided, with names and addresses found in the state listing. (Author/JN)

ED 216 895 SE 037 872

Creswell, John L.

Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.

Pub Date-82

Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Youth, Educational Research, *Ethnic Groups, *Mathematics Achievement, Mexican Americans, *Problem Solving, Rural Education, Rural Population, Secondary Education, *Secondary School Mathematics, *Sex Differences

Identifiers-*Mathematics Education Research

This study explored the variance in mathematical problem-solving achievement accounted for by sex and ethnicity. Each of 316 adolescents in a rural school district in southeast Texas was administered the California Achievement Test and a set of five affective scales. Reading scores accounted for 49.5% of the variance; computation, 14.6%; affective scales, 1%; sex and ethnicity, 0.58%. Thus, no significant sex or ethnic differences were found in problem-solving ability when the effects of reading and computation were removed. The researchers concluded that this could indicate that males and females, blacks, whites, and chicanos are equally good (or equally poor) problem-solvers when they have similar reading and computational skills. (MNS)

ED 216 896 SE 037 873

Ekstrand, Judith M.

Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.

Pub Date-Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982). Document is marginally legible.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Research, *Elementary School Mathematics, Factor Analysis, Grade 5, Intermediate Grades, *Learning Processes, *Mathematics Achievement, Mathematics Education, Path Analysis, Quantitative Tests, *Vertical Organization

Identifiers-*Learning Hierarchies, *Mathematics Education Research

The relationship between mathematics tests and the theoretical learning process was explored using alternative statistical methods and models. Data for over 1300 students in grade 5 using the mathematics subscales from the National Longitudinal Study of Mathematical Abilities (NLSMA) were analyzed. Results indicated that Bloom's taxonomy is weakly supported when a full model using both adjacent and non-adjacent paths (from path analysis) is examined. The factor analysis produced one factor, as Bloom's structure would dictate, but when the four factors accounting for the largest percentage of variance are examined, a factor structure was obtained which corresponded to only two factors that could be named, computation and problem solving. Analyses using the computer program LISREL IV, which accounts for large error components and sample sizes, supported Bloom's cumulative hierarchy. (MNS)

Sowell, Evelyn J. Casey, Rita J.

Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.

Spons Agency-Texas Univ., Tyler.
Pub Date-82
Grant-FRG-43
Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11, 1982). Document is marginally legible.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Research, Elementary Education, *Elementary School Mathematics, *Fractions, Mathematical Concepts, Mathematics Achievement, *Number Concepts, Number Systems, *Quantitative Tests, Task Analysis, *Vertical Organization
Identifiers-Learning Hierarchies, *Mathematics Education Research

The purpose of the two studies reported was to develop and validate clinical assessment instruments designed to identify both the progress of learners through a hierarchy of mathematics content and the mode of presentation through which learners can best handle the content. In Study 1, 73 second graders were given one of two forms of a 15-item instrument assessing knowledge of place value through three-digit numbers. Five modes of symbolic representation were used, ranging from concrete to abstract. When students handled materials or drew pictures, performance was significantly better than when they watched the examiner. No significant differences were found at the concrete-abstract, pictorial-abstract, and abstract levels. In Study 2, 45 sixth graders were given a 48-item instrument assessing knowledge of subtraction of fractions and mixed numbers, using concrete, pictorial, or abstract representations, or all three. The content hierarchy was found to become increasingly difficult from beginning to end of the test. Approximately 92% of the variance was accounted for by itmes using the pictorial mode. Performance was significantly related to ability level. (MNS)

Joseph, Helen

Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised

Pub Date-3 Mar 82
Note-50p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Literacy, Computer Oriented Programs, Computers, Junior High Schools, Junior High School Students, Lesson Plans, *Microcomputers, *Programing, Programing Languages, *Secondary School Mathematics, *Units of Study

This plan for a 3-week unit on computer literacy is designed to acquaint students with the computer, what it is, what it can and cannot do, its impact on society, and career opportunities. The students learn to use the computer through interaction with a canned program, and write a short program using the BASIC language. The plan indicates what to do each day, including use of audiovisual materials, topics for discussion, and worksheets for students. Appendices include directions for the teacher before teaching the unit, a guide for student aides, operating instructions for the PET microcomputer, a glossary of terms, and a list of resource materials.

ED 216 899 SE 037 876

Steffenson, Martin B. And Others

College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.

Pub Date-May 82
Note-74p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitude Change, *Attitude Measures, *Biology, *College Science, College Students, *Computer Managed Instruction, Higher Education, Science Education, Science Instruction, *Student Attitudes, Test Reliability
Identifiers-*Science Education Research

The purpose of this study was to determine the attitudes of students toward a computer managed instruction (CMI) biology course module and to check the internal consistency of the item banks on the test instrument. CMI as used in this study refers to the use of a computer to assist the instructor with routine management tasks in teaching such as testing, guidance, record keeping, and providing feedback to students. Specific areas addressed included whether: (1) students' attitudes toward CMI improved as a result of the experience; (2) students felt positive or negative about specific affective and operational aspects of CMI; and (3) whether improvements should be made in the item bank. Attitude scales (included in appendices) were administered to participants (N 64) on a pretest/posttest basis. Findings indicate an overall positive attitude change. Use of computer terminals did not appear to make students feel that instructors lacked concern toward their learning progress. Students favored immediate diagnostic feedback and opportunity to take tests at their convenience, considering CMI to be both a testing and learning experience. Correlation coefficients on total test and subscale internal consistency are reported with suggestions for improving the instruments. (Author/JN)

ED 216 900 SE 037 877

Bousquet, Woodward Scott

An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date-82

Note-330p.; Ph.D. Dissertation, Ohio State University.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Cognitive Development, Cognitive Processes, College Students, *Concept Teaching, *Developmental Stages, *Environmental Education, Higher Education, *Knowledge Level, *Learning Theories, Natural Resources, Science Education

Identifiers-Ausubel (David P), *Concept Mapping, *Environmental Education Research, Test of Logical Thinking (Tobin and Capie)

Based upon Ausubel's theory of meaningful learning, this study focused on the use of concept maps (diagrams that portray relationships among concepts in a given area of study) to help students identify logical relationships between a new concept and concepts already known. Relationships of a learner's prior knowledge and cognitive development to (1) the ability to construct concept maps and (2) the knowledge of environmental concepts as a result of using self-constructed concept maps were investigated. A secondary purpose was to compare three versions of concept mapping. Students (N 114) taking an introductory natural resources course at The Ohio State University were divided into high and low prior knowledge groups based upon pretest results. Within each group, learners were randomly assigned to one of three concept mapping groups: (1) hierarchical-propositional; (2) hierarchical; and (3) propositional. Each student constructed three assigned maps of environmental concepts during the course and completed a posttest on these concepts and an attitude instrument at the end of the course. Findings indicate that prior knowledge, cognitive development, and reasoning ability showed little relationship to students' concept mapping performance. For two groups, prior knowledge explained more variability in posttest scores than did cognitive development. (Author/DC)

ED 216 901 SE 037 878

Robinson, James T. Tolman, Richard R.

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Dec 81
Grant-SED-80-13571
Note-36p.; For related documents, see SE 037 879 and SE 037 880.
Pub Type- Guides - General (050) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Evaluation, Curriculum Research, *Databases, Elementary School Science, Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, Program Evaluation, *Research Methodology, *Science Course Improvement Projects, *Science Curriculum, Science Education, *Secondary School Science
Identifiers-*Human Sciences Program, National Science Foundation, *Science Education Research

The Biological Sciences Curriculum Study (BSCS) Human Sciences Project developed, produced, and field tested 13 interdisciplinary, non-traditional, non-text science curriculum modules for early adolescents, ages 11 to 14. The Human Sciences Data File- HSPALL (ED 211 383) contains evaluation data from the 1973-1976 field testing of the Human Science Program in seven middle/junior high schools in different parts of the United States. The purpose of this user's guide is to present background information about the data collection process and materials (focusing on the following modules: Survival, Sense...or Nonsense?, Learning, Growing, Rules, Where Do I Fit?, Perception, Reproduction, Change, Feeling Fit, Invention, and Surroundings.) A list of variable names and labels with associated page numbers for the data file is provided. (Author/JN)

ED 216 902 SE 037 879

Robinson, James T. Tolman, Richard R.

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-31 Dec 81

Grant-SED-80-13571

Note-37p.; For related documents, see SE 037 878 and SE 037 880.

Pub Type- Guides - General (050) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Evaluation, Curriculum Research, *Databases, Elementary School Science, Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, Program Evaluation, *Research Methodology, *Science Course Improvement Projects, *Science Curriculum, Science Education, *Secondary School Science

Identifiers-*Human Sciences Program, National Science Foundation, *Science Education Research

The Biological Sciences Curriculum Study (BSCS) Human Sciences Project developed, produced, and field tested 13 interdisciplinary, non-traditional, non-text science curriculum modules for early adolescents, ages 11 to 14. A codebook (ED 211 382) contains the frequencies for the value of 23 variables for each of the 3,173 student-activity evaluation interactions (cases) for the activities in the KNOWING module, which was field tested (Spring 1977) with different schools and teachers than those participating in the field test of other modules. This user's guide documents the code book for the data tape KNOWACT, a tape containing 15 variables of student ratings of the 43 student activities in the KNOWING module. A list of variable names and labels with associated page numbers for the data file is provided. (Author/JN)

ED 216 903 SE 037 880

Robinson, James T. Tolman, Richard R.

Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-31 Dec 81

Grant-SED-80-13571

Note-47p.; For related documents, see SE 037 878-879.

Pub Type- Guides - General (050) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Evaluation, Curriculum Research, *Databases, Elementary School Science, Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, Program Evaluation, *Research Methodology, *Science Course Improvement Projects, *Science Curriculum, Science Education, *Secondary School Science

Identifiers-*Human Sciences Program, National Science Foundation, *Science Education Research

The Biological Sciences Curriculum Study (BSCS) Human Sciences Project developed, produced, and field tested 13 interdisciplinary, non-traditional, non-text science curriculum modules for early adolescents, ages 11 to 14. The Codebook for Human Sciences Activity Characteristics on Reviewer Evaluation File HSACRE (ED 211 384) contains 8 variables characterizing 623 activities or activity parts used in the field test of the program (1973-1976, 1977) in middle/junior high schools in the United States. The same file also contains 52 variables that present content and public reviewer's ratings of most of the activities. This user's guide presents the conceptual design and descriptions of four activity characteristic codes (major focus of the activity, type of knowledge required to do the activity, descriptive sources of the activity content, and what students were to do as the activity was studied). Variable names, variable labels, and coding format, are provided. (Author/JN)

ED 216 904 SE 037 882

Lindvall, C. M. And Others

An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Addition, *Diagrams, Educational Research, *Elementary School Mathematics, Lesson Plans, Primary Education, *Problem Solving, Subtraction
Identifiers-*Mathematics Education Research

This study involved the development and experimental tryout of 22 lessons designed to teach 23 primary grade children a set of specific procedures, focusing on the drawing of meaningful diagrams, for analyzing and solving arithmetic story problems. Major dependent variables studied were gain on (1) a 20-item test on stories of the eight types taught and (2) a transfer 20-item test. Gains on both variables were significant. Samples of student work from each class session provided the basis for a qualitative analysis of student progress. The study also investigated differences in pupil performance as these were related to differences in story type. (Author/MNS)

ED 216 905 SE 037 887

Peters, Richard

Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date-Jun 82

Note-26p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ecology, Elementary School Curriculum, Elementary Secondary Education, *Environmental Education, *Global Approach, Interdisciplinary Approach, *Program Descriptions, Quality of Life, Secondary School Curriculum, *Social Studies

Identifiers-Environmental Problems

Information is provided suggesting that if humankind is to successfully save the world for itself and for nature, it must begin to educate and train individuals to confront and defeat those forces and problems which threaten the quality of the biosphere. The Proactive Action Model (PAM) was designed to enhance student involvement in global education, one possible solution to the environmental crisis, by fostering data collection, decision-making, and critical thinking skills and by making students responsible for their actions and for solutions to real life and vicarious (gaming/role playing) situations. Using PAM as a model, the Humans and Environment Learning Program (HELP) was designed to combine elements of environmental education and social studies into a continuous and sequential global studies strategy of instruction and learning by providing students with opportunities to learn subject matter and content skills, to develop critical thinking and decision-making abilities, and to apply/refine these elements of global citizenship in both real-life and hypothetical situations. Examples and a sample unit (area of study, concept, purpose, grade range, and activities list) are provided. (Author/JN)

ED 216 906 SE 037 890

Caldwell, Nadine May, Charlaron

Navigation - Project CAPE Teaching Module.

Dare County Board of Education, Manteo, N.C.
Pub Date-Mar 82
Note-88p.
Available from-Project CAPE, Dare County School Board, P.O. Box 640, Manteo, NC 27954.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Elementary School Science, Environmental Education, Interdisciplinary Approach, *Learning Activities, *Navigation, Oceanography, Resource Units, *Science Activities, *Science Curriculum, Science Education, Seafarers, *Social Studies, Units of Study
Identifiers-*Marine Education

Ten lessons are included in this interdisciplinary unit on navigation, designed to supplement fifth and sixth grade social studies and science curricula. Each lesson includes: (1) lesson concepts; (2) competency goals; (3) objectives; (4) materials; (5) list of key vocabulary words; (6) background information; (7) teacher preparation; (8) list of student activities; (9) questions for students to answer; and (10) a short bibliography. Activities are designed to foster inquiry, manipulative, creative organizational, communicative, and measurement skills and to enable students to develop a better understanding of: (1) their maritime heritage; (2) some problems navigators faced in the 16th and 17th centuries; (3) the history and development of navigational instruments; and (4) the importance of celestial navigation. A packet of materials to be duplicated for student use is included. (JN)

ED 216 907 SE 037 892

Longe, Karen M. McClelland, Michael J.

Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.

Michigan State Dept. of Commerce, Lansing.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date- 82
Grant-DE-FG45-76CS60204
Note-104p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Elementary School Science, Elementary Secondary Education, Environmental Education, *Learning Activities, *Power Technology, *Science Activities, Science Education, Secondary School Science, *Solar Radiation, *Wind (Meteorology), Wind Energy
Identifiers-*Energy Education

Following an introduction to solar technology which reviews solar heating and cooling, passive solar systems (direct gain systems, thermal storage walls, sun spaces, roof ponds, and convection loops), active solar systems, solar electricity (photovoltaic and solar thermal conversion systems), wind energy, and biomass, activities to introduce solar energy into the elementary school curriculum are presented in four sections: (1) sun and seasons - an introduction to properties of sunlight and relationship of sun and earth; (2) role of solar energy and conservation, how solar energy fits into the energy mix, and importance of conservation; (3) solar experiments, designed to foster an understanding of solar energy, its collection, and use; and (4) wind experiments. Each activity includes context (grade level and subject area), time required, overview, materials needed, advanced preparation, student outcomes, and extension activities. A selected list of resources, glossary of key vocabulary words, and student questionnaire for evaluating the activities are included. (JN)

ED 216 908 SE 037 893

Farnsworth, Carolyn H. Mayer, Victor J.

An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.

Pub Date-Apr 82

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cognitive Development, Cognitive Processes, Comprehension, Concept Formation, *Developmental Stages, Earth Science, Grade 8, Junior High School Students, *Research Methodology, Science Education, Secondary Education, *Secondary School Science, Student Characteristics, Trend Analysis

Identifiers-*Science Education Research, *Time Series Analysis

This study examined whether the intensive time-series design would yield data discriminating between concrete and formal operational students and whether achievement curves exhibited in previous studies would be found with students in this study. Daily measurement of variables is characteristic of the data collection procedure in the time-series design, where individual student data are collapsed into a group mean and treated during analysis as a single subject. Data were collected for 56 school days from 95 earth science students studying a unit on plate tetonics. To determine if the design would discriminate between formal and concrete operational students (identified by Lawson's Test of Formal Reasoning), each student responded daily to a single multiple-choice item (obtained from a pool of 78 items) measuring knowledge or understanding achievement. Two parallel forms (KR20 0.80) of a multiple-choice achievement test (consisting of 45 items) were also designed from the pool of 78 items. General knowledge and understanding achievement scores for each day were obtained and analyzed, indicating the precision of the design to discriminate between students differing in cognitive ability and supporting its use in monitoring the daily acquisition of knowledge related to a concept. Results also support the validity of the design for obtaining achievement data. (JN)

ED 216 909 SE 037 894

Kahl, Stuart R. And Others

Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.

Colorado Univ., Boulder.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cognitive Processes, Elementary School Science, Elementary Secondary Education, Females, *Mathematics Education, Physical Sciences, Science Education, *Secondary School Science, *Sex Differences, *Student Characteristics

Identifiers-Mathematics Education Research, *Meta Analysis, National Assessment of Educational Progress, National Science Foundation, *Science Education Research

This project examined science education research relating to relative effects of different science programs, teaching systems, instructional methodologies, teacher preparation programs, and relationships between various student outcomes and student/teacher relationships. More than 80 studies were examined providing information on sex-related differences in pre-college science. Throughout these years, males on the average outperform females in science achievement. On the surface, these sex differences seem small (little more than a tenth of a standard deviation at the senior high level). However, when cognitive outcome differences are broken down by cognitive process levels and by specific science disciplines, some differences are considerably larger. At the higher cognitive levels, the difference favoring senior high school males is as high as a fifth of a standard deviation. In the physical sciences, the male advantage is as high as a third of a standard deviation. Thus, with respect to important stepping stones to post-secondary programs and ultimately careers in science, women are at a disadvantage, not because of statistically significant differences between the sexes, but rather because of the educationally significant magnitudes of those differences. Problems encountered in studies of sex differences in mathematics education are also addressed. (Author/JN)

ED 216 910 SE 038 114

Stoever, Edward C., Jr.
Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-TX5-1-4; ISBN-0-89873-034-1; ISBN-89873-035-x
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-20p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Students prepare a strip map in this 2-3 period activity during which they mark the edges of plate boundaries using earthquake data, identify the kind of pattern that earthquake zones show on the earth's surface, and explain why earthquakes occur more frequently in some places than others. (Author/JN)

ED 216 911 SE 038 115

Stoever, Edward C., Jr.
Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-MD1-4-2; ISBN-0-89873-012-0; ISBN-0-89873-013-9
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-19p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. In this 2-period module, students study earthquake depth and distribution patterns around the world and the relationship between earthquakes and various types of plate boundaries. The activities require observational, recording, plotting, and inference-making skills and serve as an introduction to plate tectonic theory or as a follow-up activity after a unit on earthquakes. (Author/JN)

ED 216 912 SE 038 116

Stoever, Edward C., Jr.

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-CEEP-MOD-CA22-2-2; ISBN-0-89873-030-9; ISBN-0-89873-031-7

Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104

Note-13p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods

Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Objectives of this 1-2 period module include identifying divergent, convergent, and transform plate boundaries, demonstrating the relationship between plate boundaries on a sphere by rotation of a small piece of the sphere, and determining where earthquakes commonly occur along plate boundaries. (Author/JN)

ED 216 913 SE 038 117

Stoever, Edward C., Jr.
Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-NY1-4-3; ISBN-0-89873-048-1; ISBN-0-89873-049-X
Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-18p
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Objectives of the activity in this module include telling how the geography of mid-ocean mountains is different on either side of a fracture zone, drawing a diagram to show the relation between sea-floor spreading direction and direction of rock movement on both sides of a fracture zone, and explaining why earthquakes may occur along part of a fracture zone. (Author/JN)

ED 216 914 SE 038 118

Stoever, Edward C., Jr.
What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-NY3-6-2; ISBN-0-89873-058-9; ISBN-0-89873-059-7
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-15p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, *Geology, Instructional Materials, Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Two class periods are suggested to complete the activity in this module in which students sketch a labeled cross-section showing stages in the collision of two plates containing continental masses, identify a mountain range resulting from continental collision, identify lithospheric plates on which continents are colliding, and list three kinds of evidence that some modern continental masses are in collision. (Author/JN)

ED 216 915 SE 038 119

Stoever, Edward C., Jr.

Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-CEEP-MOD-TX8-5-1; ISBN-0-89873-028-7; ISBN-0-89873-029-5

Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104

Note-16p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, *Geology, Instructional Materials, Radiation, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods

Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Two class periods are suggested to complete the activity in this module in which students find the age of a rock by using radioactive decay curves, decide whether or not two imaginary continents may have been joined together at one time, and estimate the unknown ages of rock units by inference. (Author/JN)

ED 216 916 SE 038 120

Stoever, Edward C., Jr.

Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-NY8-5-2; ISBN-0-89873-032-5; ISBN-0-89873-033-3
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-17p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods, Topography
Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Using a map showing ocean depths and features in relief, calculations are made of sea-floor spreading at mid-ocean ridges and profiles of ocean-floor topography related to plate motions are sketched. Objectives of this 2-period activity include naming major plates on both sides of Atlantic ridge, describing major topographic forms of ocean basins, and listing earth processes and topographic forms resulting from plate motions. (Author/JN)

ED 216 917 SE 038 121

Stoever, Edward C., Jr.

How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-CEEP-MOD-CA4-1-1; ISBN-0-89873-020-1; ISBN-0-89873-021-X

Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104

Note-20p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Decision Making, *Earth Science, *Geology, Instructional Materials, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods, Theories

Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to:

(1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Using prepared written material contained in this module, students formulate predictions based on the Conventional View of the Earth and Plate Tectonics Theory as one way to decide which is the better theory. Then, they are given data as a way to check out their predictions. (Author/JN)

ED 216 918 SE 038 122

Stoever, Edward C., Jr.
Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-TX16-3-7; ISBN-0-89873-054-6; ISBN-0-89873-055-4
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-19p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Paleontology, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-Antarctica, Continental Drift, *Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and

student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, suggesting two 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Two activities focus on fossil evidence supporting continental drift. Students describe how paleontologists reconstruct animals from small bits of fossil evidence found in Antarctica, list fossils making best climate indicators (and explain why), describe climatic conditions in Antarctica 200-million years ago, and explain possible location of Antarctica in Cretaceous time based on fossil locations from several continents and where paleontologists might look for new fossil evidence. (Author/JN)

ED 216 919 SE 038 123

Stoever, Edward C., Jr.
Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-OH9-8-8; ISBN-0-89873-014-7; ISBN-0-89873-015-5
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-31p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, *Paleontology, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-Continental Drift, *Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two-three 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Best used after concepts of continental drift, sea-floor spreading, and plate tectonics are introduced, students study rocks found in areas thought to be former portions of the proto-continent of Gondwanaland, learning what rocks reveal about the environment, correlating rock units using fossil evidence, using superposition principle to find relative ages of rock units, and describing evidence supporting theory that continents were once joined. (Author/JN)

ED 216 920 SE 038 124

Stoever, Edward C., Jr.
How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-CA9-5-5; ISBN-0-89873-024-4; ISBN-0-89873-025-2
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-21p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two-three 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. In this module students examine and graph data from sediments on the sea floor to determine if the data support the theory of sea-floor spreading. Calculations are made to determine the rate of spreading of the East Pacific Rise. (Author/JN)

ED 216 921 SE 038 125

Stoever, Edward C., Jr.
Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-OH5-4-6; ISBN-0-89873-038-4; ISBN-0-89873-039-2
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-36p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, *Paleontology, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction: (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Data from the Deep Sea Drilling Project are modified in this 4-period, individualized activity focusing on use of fossil ranges in and correlating sea sediments. Students describe kinds of data obtained by the project, determine relative ages of sediment layers by using fossils and principle of supersition, correlate layers represented in diagrams (provided in booklets), and relate age of ocean crust to sea-floor spreading. (Author/JN)

ED 216 922 SE 038 126

Stoever, Edward C., Jr.
How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-NY2-1-3; ISBN-0-89873-018-X; ISBN-0-89873-019-8
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-18p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, *Geology, Heat, Instructional Materials, Physical Geography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Focusing on how hot spots (dome-like bulges in earth's crust) may account for the three-arm type of rift valley system, models are made to illustrate doming, rifting, and breakup of a continental land mass. Major rivers occupying failed arms along the Atlantic Continental margins of Africa and South America are also named and located. (Author/JN)

ED 216 923 SE 038 127

Stoever, Edward C., Jr.
How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-CA14-8-4; ISBN-0-89873-022-8; ISBN-0-89873-027-9
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-19p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Heat, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Designed for independent work, this activity serves as an introduction to heat flow (movement from a point of higher to lower concentration), focusing on pattern of flow distribution in rocks of northeast Pacific Ocean and the relationship between heat flow and age of the ocean crust. Skills fostered include interpreting data from a map, plotting a graph, and making interpretations based on the graph. (JN)

ED 216 924 SE 038 128

Stoever, Edward C., Jr.
Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-MD9-8-5; ISBN-0-89873-040-6; ISBN-0-89873-041-4
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-19p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods, Topography
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Two periods are recommended to examine the topography of the Pacific Ocean floor, relate this topography to plate tectonics, and determine how data on the age of the sea floor can be used to estimate the direction and velocity of apparent sea-floor movement. (Author/JN)

ED 216 925 SE 038 129

Stoever, Edward C., Jr.
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-WA9-4-7; ISBN-0-89873-006-6; ISBN-0-89873-007-4
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-13p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Oceanography, Radiation, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods, *Waste Disposal, Wastes
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending one 45-minute class period; (8) summary questions (with answers); (9) extension activities; and (10) list of references. To consider if dumping radioactive wastes in ocean trenches is feasible, students graph movement of a descending ocean floor plate and discuss that movement, explain why it would be good or bad to dump radioactive waste into ocean trenches, explain some of the effects that subducting plates have on edges of continents, and give reasons why disposing radioactive waste material is not an easy problem to solve. (Author/JN)

ED 216 926 SE 038 130

Stoever, Edward C., Jr.
Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-TX23-6-3; ISBN-0-89873-042-2; ISBN-0-89873-043-0
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-26p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, Prediction, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Objectives of activities in this module include locating and relating plate boundaries and areas having frequent earthquakes, explaining how to use historical seismic data to predict earthquakes in an area, listing three precursors (events occurring before an earthquake) and explaining how they are used in earthquake prediction, and making an earthquake prediction based on simulated data. (Author/JN)

ED 216 927 SE 038 131

Stoever, Edward C., Jr.
Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-CA18-4-1; ISBN-0-89873-046-5; ISBN-0-89873-047-3
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-45p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Educational Games, Environmental Education, Geology, Instructional Materials, Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. A game approach is used in this module focusing on land investment and development at a site located at a major plate boundary (San Andreas Fault) in California. Objectives include identifying geologic hazards in an earthquake-prone area, identifying probable effects of these hazards on land and development in the area, and stating measures used to minimize effect of these hazards. (Author/JN)

ED 216 928 SE 038 132

Stoever, Edward C., Jr.
A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-MD2-8-3; ISBN-0-89873-000-7; ISBN-0-89873-001-5
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-21p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geographic Location, Geology, Instructional Materials, Map Skills, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending three 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Activities in this module focus on investigating magnetic characteristics of a sea-floor model in the vicinity of a wide-ocean ridge. The model affords concrete, manipulative experience with the interpretive notions of mirror image (normal and reverse) magnetic patterns, with the amount and rate of sea-floor spreading, and the opportunity to suggest possible ways in which the magnetic pattern could have been formed. (Author/JN)

ED 216 929 SE 038 133

Stoever, Edward, C., Jr.
Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-WA2-2-3; ISBN-0-89873-010-4; ISBN-0-89873-011-2

Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-33p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Astronomy, *Earth Science, *Geographic Location, Geology, Instructional Materials, Physical Geography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-Continental Drift, *Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics, Solar System

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending four 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Activities in this module include describing the relationship between north geographic and north magnetic poles and how this may vary in space and time, demonstrating the principle of a gyroscope and explaining how it relates to the earth, plotting positions and drawing a curve showing possible locations of the north geographic pole in the past, and telling how polar wandering might be used to explain continental movements. (Author/JN)

ED 216 930 SE 038 134

Stoever, Edward, C., Jr.
Which Way is North? Crustal Evolution Education Project. Teacher's Guide
National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-WA3-4-4; ISBN-0-89873-062-7; ISBN-0-89873-063-5
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-31p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, Physical Geography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending three 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Assuming knowledge of magnetism, latitude, longitude, geographic poles, and mid-ocean ridges, activities give students experiences with magnetic polarity and polarity reversal, including using a compass to determine magnetic field direction, using data on magnetic field direction and age of rocks in sea floor to find direction and rates of sea-floor spreading, explaining how paleomagnetic data are used in studying earth history, and locating older/younger sea floor parts. (Author/JN)

ED 216 931 SE 038 135

Stoever, Edward, C., Jr.

Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-OH3-8-2; ISBN-0-89873-002-3; ISBN-0-89873-003-1
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-27p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, Ocean Basins, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods required; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Activities in this module focus on the nature and operation of isotasy (principle of buoyancy applied to solid materials of the earth's crust). Students identify conditions under which one substance floats in another substance, predict movement of earth's crust when material is added to or substracted from the crust, and predict relative thickness of crustal areas from average density and elevation data. (Author/JN)

ED 216 932 SE 038 136

Stoever, Edward, C., Jr.

Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-CEEP-MOD-TX6-7-5; ISBN-0-89873-036-8; ISBN-0-89873-037-6

Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104

Note-16p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, Geology, Instructional Materials, Measurement, *Motion, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods

Identifiers-Continental Drift, *Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. The activity in this module (requiring knowledge of Pythagorean theorem) is designed to answer such questions as: (1) Are crustal plates moving? (2) How fast and in what direction do they move? (3) Are motions constant? (4) Do plates stretch? (5) Does an entire plate move as a unit? (6) How is the earth's rotation linked to plate motions? (Author/JN)

ED 216 933 SE 038 137

Stoever, Edward, C., Jr.

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-CEEP-MOD-NY11-3-1; ISBN-0-89873-044-9; ISBN-0-89873-045-7

Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104

Note-29p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Seismology, Teaching Guides, Teaching Methods, Topography

Identifiers-*Crustal Evolution Education Project, Earthquakes, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two-three 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. In this module students draw a profile of the sea floor using bathymetric data, identify which topographic elements are similar on many bathymetric profiles across a portion of the North Atlantic sea floor, describe relationships between sea-floor topography and earthquake epicenter locations, compare/contrast bathymetric profile features on a map, and compare distribution of earthquake epicenters on bathymetric profiles with those seen on a World Seismocity Map. (Author/JN)

ED 216 934 SE 038 138

Stoever, Edward, C., Jr.
Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-MD10-6-8; ISBN-0-89873-004-X; ISBN-0-89873-005-8
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-29p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Evolution, Geology, Instructional Materials, Oceanography, *Paleontology, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods, Time
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods suggested; (8) summary questions (with answers); (9) extension activities; and (10) list of references. During the two-three recommended class periods, students determine rate of crustal plate movement during periods of geologic time, interpret areas representing flooding and draining of continents using a graph of sea level changes, determine effects of sea level change on evolution and extinction, and describe relative amount of stress and former environmental conditions that existed at the time sediments were deposited. (Author/JN)

ED 216 935 SE 038 139

Stoever, Edward, C., Jr.
Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-OH12-1-5; ISBN-0-89873-008-2; ISBN-0-89873-009-0
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-30p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geographic Location, Geology, Instructional Materials, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-Continental Drift, *Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending three 45-minute class periods for this module; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Objectives include explaining magnetic dip, using magnetic dip preserved in rocks to determine latitude of India at certain times in the past and its present rate of movement, and identify collision of India and Asia as the cause of the Himalayas. Familarity with continental drift, paleomagnetism, latitude/longitude, and measuring angles with a protractor are prerequisites for understanding the teacher demonstration and completing the activities. (Author/JN)

ED 216 936 SE 038 140

Stoever, Edward, C., Jr.

Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-CEEP-MOD-MD5-1-6; ISBN-0-89873-016-3; ISBN-0-89873-017-1

Pub Date-79

Grant-SED-75-20151; SED-77-08539; SED-78-25104

Note-21p.

Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, *Geology, Heat, Instructional Materials, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Seismology, Teaching Guides, Teaching Methods

Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending three 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Using volcanic areas (hot spots'') as the focal point, students record patterns existing in familiar earth materials, describe the force necessary to produce these patterns and force produced in areas located over hot spots, identify crustal plates moving rapidly and those moving relatively slowly, describe surface features in a hot spot area, and describe what changes take place as a hot spot continues to develop. (Author/JN)

ED 216 937 SE 038 141

Stoever, Edward, C., Jr.
Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-OH11-7-2; ISBN-0-89873-026-0; ISBN-0-89873-027-9
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-30p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, *Geology, Instructional Materials, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, Earthquakes, Iceland, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending three 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Using four types of data recorded by geologists, students determine the position of the mid-Atlantic ridge as it crosses Iceland, the only extensive area of plate growth lying above water. In addition to examining types of geological activity in Iceland related to plate growth and fitting data consistent with a single explanation, benefits and hazards to Iceland's citizens resulting from being on the mid-Atlantic ridge are examined. (Author/JN)

ED 216 938 SE 038 142

Stoever, Edward, C., Jr.
The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-TX20-1-8; ISBN-0-89873-052-X; ISBN-0-89873-053-8
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-23p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geographic Location, *Geology, Instructional Materials, Oceanography, Paleontology, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending one 45-minute class period for this module; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Focusing on a land bridge (connection between two land masses), students explain how the Bering Land Bridge first became possible, list two animals that migrated during each of the two major time periods, and explain two ways for a land bridge to become exposed or submerged. (Author/JN)

ED 216 939 SE 038 143

Stoever, Edward, C., Jr.
Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-WA10-5-6; ISBN-0-89873-056-2; ISBN-0-89873-057-0
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-23p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, *Geology, Instructional Materials, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics, Volcanoes

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two 45-minute class periods; (8) summary questions (with answers); (9) extension activities; and (10) list of references. In these activities, students find differences in the chemical compounds that make up various rocks, plot a number of volcano sites in and around the Pacific, and relate their observations to plate boundaries and motions. In addition, students tell how volcanoes are different and classify them into certain groups. (Author/JN)

ED 216 940 SE 038 144

Stoever, Edward, C., Jr.
When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-WA7-1-2; ISBN-0-89873-060-0; ISBN-0-89873-061-9
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-17p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geographic Location, *Geology, Instructional Materials, Paleontology, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, recommending two 45-minute class periods for this module; (8) summary questions (with answers); (9) extension activities; and (10) list of references. In these activities on microcontinental tectonics, students duplicate the rotation of some microcontinents, determine the original location of microclimates by studying their paleomagnetism (declination and inclination), and find out why Baja, California will someday be a microcontinent like Madagascar and New Zealand. (Author/JN)

ED 216 941 SE 038 145

Stoever, Edward, C., Jr.
Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide National Association of Geology Teachers.

Spons Agency-National Science Foundation, Washington, D.C.
Report No.-CEEP-MOD-OH7-5-7; ISBN-0-89873-064-3; ISBN-0-89873-065-1
Pub Date-79
Grant-SED-75-20151; SED-77-08539; SED-78-25104
Note-30p.
Available from-Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, NY 14603 (or P.O. Box 1749, Monterey, CA 93940.)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, Instructional Materials, *Oceanography, *Science Activities, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Seismology, Teaching Guides, Teaching Methods, Topography
Identifiers-*Crustal Evolution Education Project, National Science Foundation, *Plate Tectonics

Crustal Evolution Education Project (CEEP) modules were designed to: (1) provide students with the methods and results of continuing investigations into the composition, history, and processes of the earth's crust and the application of this knowledge to man's activities and (2) to be used by teachers with little or no previous background in the modern theories of sea-floor spreading, continental drift, and plate tectonics. Each module consists of two booklets: a teacher's guide and student investigation. The teacher's guide contains all of the information present in the student investigation booklet as well as: (1) a general introduction; (2) prerequisite student background; (3) objectives; (4) list of required materials; (5) background information; (6) suggested approach; (7) procedure, including number of 45-minute class periods suggested; (8) summary questions (with answers); (9) extension activities; and (10) list of references. Two to three class periods are recommended to study possible explanations for large changes in sea level that occurred during and since Cretaceous time. Relationships between rock temperatures and volumes that rocks occupy are examined. Applications of this knowledge (and knowledge of sea-floor spreading) are used to explain sea level changes by gathering data from a model of sea-floor spreading constructed of blocks on a paper grid. (Author/JN)

ED 216 942 SO 013 338

Ladd, Doris M.

Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.

Texas Univ., Austin. Inst. of Latin American Studies.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Report No.-ISBN-0-86728-003-4

Pub Date-79

Note-83p.

Available from-Institute of Latin American Studies, University of Texas, Sid Richardson Hall 1,318, Austin, TX 78712 ($4.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness, Females, *Latin American Culture, *Latin American History, *Latin American Literature, Latin Americans, *Mexicans, Primary Sources, Two Year Colleges, Units of Study, *Womens Studies

Identifiers-*Aztec (People), Sor Juana Ines de la Cruz

This guide contains three Latin American study units for students in junior and community colleges on the topic of Mexican women in Anahuac and New Spain. Objectives are to help the student read history, exercise empathy, think critically, stimulate interest in the study of women, and understand the dignity and fascination of the Mexican heritage. Unit one focuses on what Aztecs believed a woman had to do and be to be considered good or bad. Unit two deals with what Spanish, Moorish, Indian, and Black women were actually doing in the 16th century in Mexico City just before the Conquest. Unit three presents primary source materials which illustrate the treatment of a woman genius (Sor Juana Ines de la Cruz) in 17th century Mexico. Translations from the original Nahuatl or Spanish contain oral histories, surveys of public opinion, notary records, wills, letters, and autobiographies. Each unit begins with an introduction to the text and ends with an information section which provides comparisons, additional facts, or strategies, and questions for reflection and discussion. To evaluate the academic work, a take-home essay is suggested. (Author/NE)

ED 216 943 SO 013 342

Glab, Edward, Jr., Ed.

Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.

Texas Univ., Austin. Inst. of Latin American Studies.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Report No.-ISBN-0-86728-001-8
Pub Date-81
Note-483p.
Available from-Institute of Latin American Studies, University of Texas, Sid Richardson Hall 1.318, Austin, TX 78712 ($9.95).
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Concept Teaching, Course Descriptions, *Cultural Awareness, Culture, Economics, Educational Games, Elementary Secondary Education, Family (Sociological Unit), Government (Administrative Body), Handicrafts, International Relations, *Latin American Culture, *Latin American History, Lesson Plans, Physical Environment, Politics, Social History, Sociocultural Patterns, Teacher Developed Materials

This resource manual provides ideas, lesson plans, course outlines, arts and crafts projects, games, and other materials for teaching K-12 students about Latin America. A major objective is to help students understand and appreciate the diverse Latin American culture. There are six chapters in this volume. Chapter one discusses key ideas that can be used for developing and presenting the Latin American materials. Chapter two includes articles about the school curriculum and economics in Latin America, and slavery and race in Brazil. Chapter three contains lesson plans and course outlines. Lesson and course content focuses on modern Mexican painting, comparing Texas and Latin America, and the contrast and diversity within Latin America. Seventeen games and student activities are described in chapter four. Some example activities are: Mexico map exercises, acrostic poems, and a crossword puzzle on Latin American countries and capitals. Chapter five presents 20 arts and crafts projects such as Argentine leatherwork, corn husk dolls, and crayon etching. Chapter six provides an annotated bibliography. A list of publishers and contributers is included. (NE)

David, Henry P.
Eastern Europe: Pronatalist Policies and Private Behavior.
Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Feb 82
Note-54p.; Photographs and some charts may not reproduce clearly from EDRS due to ink on a dark background.
Journal Cit-Population Bulletin; v36 n6 Feb 1982
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abortions, *Birth Rate, Contraception, Divorce, Economic Opportunities, Employed Women, Incentives, Life Style, Marriage, *Population Growth, Population Trends, Role Conflict, Role Perception, Sexuality, Sociocultural Patterns, *Trend Analysis
Identifiers-Albania, Bulgaria, Czechoslovakia, East Germany, *Europe (East), Europe (West), Fertility, Hungary, Poland, *Pronatalism, Rumania, USSR, Yugoslavia

This bulletin reviews recent fertility-related trends in the nine Eastern European socialist countries where official policy is explicitly pronatalist to varying degrees in all but Yugoslavia. That fertility was generally higher here than in Western Europe in the mid-1970s is credited to pronatalist measures undertaken when fertility fell below replacement level after abortion was liberalized in all but Albania, following the 1955 lead of the USSR. Fertility did rise where access to abortion was again restricted and/or economic incentives such as paid maternity leave were substantially increased. However, subsequent declines in Bulgaria, Czechoslovakia, Hungary, and Romania suggest that policy-induced upturns in fertility are short-lived. Couples quickly adjust to abortion restrictions by practicing more efficient contraception or resorting to illegal abortion. It is evident that the region's low birth rates are still achieved mainly with abortion. Although cash incentives appear to have advanced the timing of first and second births, the incentives need to be increased regularly. With the world's highest female employment rates, Eastern European women are unlikely to increase their fertility so long as men are reluctant to share domestic tasks. (Author/NE)

ED 216 945 SO 013 986

Lehman, Susan Nichols, Ed. Igoe, Kathryn, Ed.
Museum School Partnerships: Plans and Programs. Sourcebook George Washington Univ., Washington, D.C. Center for Museum Education.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Bros. Fund, New York, N.Y.
Pub Date-81
Note-132p.
Available from-American Association of Museums, 1055 Thomas Jefferson Place, N.W., Washington, DC 20007 ($7.25).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cooperative Programs, Elementary Secondary Education, Higher Education, *Museums, Program Descriptions, Program Development, Program Implementation, *School Community Programs, School Community

Relationship

This sourcebook has been compiled for educators in museums and schools who are interested in learning of ways in which their colleagues from cultural and educational institutions have worked together. Over 50 programs are described. Emphasis is on the collaborative effort rather than the resulting program. The following questions are answered: Why was the program developed? Did the school or museum initiate the contact? How was the contact made and how is the relationship maintained? With the benefit of hindsight, what changes would the participants make? The program descriptions are organized into seven sections: how to build museum-school bridges, early planning, working with traditional school audiences, considering post-secondary school audiences, reaching teachers, sources of financial support, and some additional information sources. Some examples of program descriptions included follow. A professor of history at a Pennsylvania community college learned about museums as learning resources. He then approached the nearby art museum for assistance in development of his own and his students' skills in the use of artifacts. A second example is that of a group of California museums that collaborated to provide interdisciplinary programs to area schools. Then there are instances in Ohio, Kentucky, and Kansas in which public schools initiated their own museums. (RM)

ED 216 946 SO 013 987

Brennan, Dennis C. Banaszak, Ronald A.

A Study of State Mandates and Competencies for Economics Education.

University of the Pacific, Stockton, CA. Center for the Development of Economics Education.

Pub Date-82
Note-17p.
Available from-Center for the Development of Economics Education, University of the Pacific, Colliver Hall, Room 202, Stockton, CA 95211 ($2.00).
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Consumer Education, *Core Curriculum, Data Analysis, *Economics Education, *Educational Assessment, *Educational Legislation, Elementary Secondary Education, *Minimum Competencies, Public Education, State Boards of Education, State Surveys, Tables (Data)

The purpose of this project was to conduct a complete survey of the various states to determine the existence and content of state mandates and competency statements as they relate to economic literacy. The data collection procedure involved surveying the 50 state departments of education to determine the existence of mandates and/or competency statements for economic literacy. The survey was based on the following definition of mandate: any legislative or state board of education ruling requiring the teaching of economics in the curriculum. Mandates were classified as emphasizing either economic education, consumer education, or the free enterprise system. Data collection spanned the period November 1980 to June 1981. Results are presented primarily in table form, including (1) a state-by-state summary of the status of mandates, competencies, and pertinent comments; and (2) a frequency list of economic concepts found in 13 selected state frameworks, competency statements, and courses of study. A 16-point summary of findings reveals that 24 states have a mandate requiring economic instruction of some kind; mandates tend to result from cooperative efforts of the business community, state boards of education, and state legislatures; and mandates are most common in southern states and least prevalent in the northeast and midwest. (Author/AV)

ED 216 947 SO 013 989

Nichols, Susan K., Ed.

Historians/Artifacts/Learners: Working Papers.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, DC. Div. of Public Programs.

Pub Date-Mar 82

Note-113p.

Pub Type- Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Anthropology, Archaeology, Art History, Creative Teaching, Higher Education, *History Instruction, Human Geography, Instructional Innovation, *Primary Sources, Social Science Research, *Teaching Methods, Technology

This publication, an outcome of a 2-day colloquium in 1981, contains information about using artifacts (material culture evidence) as a primary source for teaching history at the graduate or advanced student seminar level. A purpose of the colloquium was to gather and disseminate this information for the Historians/Artifacts/Learners (HAL) project. Included is a lead article; six papers presented at the colloquium; an analysis of the proceedings; remarks, discussion, and recommendations made at the colloquium; and a selected list of course syllabi, books, and articles. The lead article describes five individuals who recognized the importance of using artifacts in the teaching of history. The six papers discuss using artifacts to teach history in the disciplines of cultural anthropology and folklore studies, social history, art history, cultural geography, history of technology, and historical archaeology. The remarks and discussion article summarizes and interprets the papers presented at the colloquium. Among the recommendations of the HAL staff are that a single resource, most likely a publication, be compiled and that curriculum materials be developed for using artifacts in teaching history. The bibliography presents a core listing of college-level syllabi as well as available books, articles, and pamphlets on this topic. (NE)

ED 216 948 SO 013 991

Parker, Franklin

Evolution/Creation Teaching on Trial: Implications for Educators.

Pub Date-8 Mar 82

Note-32p.; For a related document, see ED 207 904.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biology, *Conflict, Controversial Issues (Course Content), Course Content, Court Litigation, *Creationism, Discriminatory Legislation, *Educational History, Elementary Secondary Education, *Evolution, Organizations (Groups), *Religious Factors, State Legislation

This paper traces the past and recent controversy concerning the teaching of evolution/creation in the schools. The first section of the paper discusses the opposition of Christian fundamentalists to evolution, going back to Charles Darwin's 1859 Origin of Species.'' Covered also are science curriculum revisions following Sputnik, up to the 1981 adoption of equal time laws in Arkansas and Louisiana. In this section the January 5, 1982, ruling of Federal District Judge William R. Overton, declaring Arkansas's 1981 equal time Evolution/Creation teach law unconstitutional, is analyzed. The second section of the paper summarizes anti-creationist arguments by scientists and others. One argument is that creationists use subterfuge to supplant evolution with state-enforced Biblical teaching. The paper concludes with suggestions to educators on how to counter the arguments and actions of creationists. Arguing that the creationist effort is really a political rather than a scientific issue, the author suggests that educators need to resist lawmakers' efforts to dictate curriculum, to have ready access to the legal directives guiding state and local school unit teaching about religious or other controversial subjects, and to organize an active procedures committee for the purpose of dealing with political pressures on the curriculum. A list of professional organizations that have spoken out on the evolution/creation controversy is included. (NE)

ED 216 949 SO 013 992

Haley, Frances, Ed.

Guide to Selected Ethnic Heritage Materials: 1974-1980.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Report No.-ISBN-0-89994-271-7

Pub Date-82

Contract-300-810-046; 400-78-0006

Note-135p.

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($7.95).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, Alaska Natives, American Indians, Blacks, Chinese Americans, Community Education, *Curriculum Evaluation, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Filipino Americans, Greek Americans, Italian Americans, Japanese Americans, Jews, Polish Americans, Program Descriptions

Identifiers-Chicanos, *Ethnic Heritage Studies Program

Selected materials produced by Title IX Ethnic Heritage Studies Program projects, funded from 1974 through 1978, are evaluated in this catalog. The materials were selected by three panels of evaluators using three areas of criteria: (1) appropriateness for use in learning situations; (2) ethnic authenticity of content, and (3) technical quality for potential dissemination. An introduction describes the purpose of the evaluation project, development of evaluation instruments, selection of panelists who evaluated materials, and process and results of the evaluation. One hundred and two projects (comprised of 438 pieces of materials) are evaluated. These evaluations are organized by state or territory and, within each state or territory, by the institution that received the grant. Headings for each entry include information on the project title and address, name of project director, ethnic group or groups on which the project focused, audience and grade level for the project, the project's subject (curricular) area, the format of the materials developed (i.e., print or nonprint), the amount of funding, the titles of materials accepted, and availability information for each piece of material. The heading information is followed by a description of the project materials. The final and major portion of the entry for each project presents evaluative comments and suggestions made by members of the three panels. Four indexes facilitate use of the analyses ethnic group, geographic area, subject area, and materials titles. Appendices include evaluation instruments and a list of Ethnic Studies projects. (Author/NE)

ED 216 950 SO 013 993

Allen, Rodney F., Ed. Landry, Russell H., Ed.

Consumer Law-Related Education Materials (Grades 4-7). Highlands County.

Tri-County Teacher Education Center, Sebring, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee.
Pub Date-82
Note-103p.; Some pages are marginally legible and may not reproduce clearly in paper copy or microfiche. For related documents, see SO 013 994 and SO 014 102.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Advertising, *Consumer Education, Consumer Protection, Contracts, Courts, Criminal Law, Intermediate Grades, Law Enforcement, *Laws, Learning Activities, *Legal Education, Legal Responsibility, Merchandise Information, Merchandising, Purchasing, Salesmanship, *Social Behavior, Teacher Developed Materials, Teaching Guides, Units of Study
Identifiers-Florida, Forgery

Intended for students in grades 4-7, the lessons in this guide focus on consumer law-related education. Major objectives are for students to gain an understanding of (1) the laws and legal practices in a democratic society; (2) the concepts of authority, order, property, and justice in the operation of institutions; and (3) the processes and functions of consumer issues and law enforcement. Eleven lessons focus on rules and laws, advertising goods and services, deceptive sales practices, contracts, warranties on purchased goods and services, buying on time and managing money, small claims court, door-to-door sales, sound shopping practices, ways in which sellers get ripped off, and forgery. Many lessons involve students in reading, discussing, and analyzing stories, advertisements, and newspaper articles. Although arrangement of the sections vary, typically each section presents an activity, a list of objectives, additional materials and resources, and questions for students. Appendices include a teacher information sheet which lists crimes classified by degree and a sheet which offers tips on how to be an effective resource person. (Author/NE)

ED 216 951 SO 013 994

Allen, Rodney F., Ed. Landry, Russell H., Ed.
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
Tri-County Teacher Education Center, Sebring, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee.
Pub Date-82
Note-103p.; Pages 55-86 are marginally legible and may not reproduce clearly in microfiche or paper copy. For related documents, see SO 013 993 and SO 014 102.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Case Studies, Consumer Education, Instructional Materials, Intermediate Grades, Law Enforcement, *Laws, Learning Activities, *Legal Education, Legal Responsibility, *Social Behavior, *Stealing, Teacher Developed Materials, Teaching Guides, *Vandalism
Identifiers-Florida, *Shoplifting

Intended for students in grades 4-7, the lessons in this guide focus on law related education. Major objectives are for students to gain an understanding of (1) the laws and legal practices in a democratic society; (2) the concepts of authority, order, property, and justice in the operation of institutions; and (3) the processes and functions of consumer issues and law enforcement. Teaching strategies include classroom starter exercises, role playing, case studies, and skits. The guide covers three major topics. First, the nature of rules and laws in group settings is discussed. Definitions of terms, lists of rules and laws, and a newspaper article with questions for the student are given to reinforce the topic. Section two presents lessons about vandalism. The focus is on vandalism in the school and community, Florida's laws regarding vandalism, and the consequences of breaking those laws. It includes the definition of vandalism and case studies with questions for students. The topic of shoplifting is covered in section three. A general description of shoplifting, Florida's laws regarding shoplifting, and the consequences of breaking those laws are given. There are case studies, short stories with shoplifting situations with questions, and teacher resource pages on Florida law. Appendices include tips on how to be an effective resource person and a short list of available films on shoplifting and vandalism. (Author/NE)

ED 216 952 SO 014 016

Beres, Louis Rene

Nuclear Strategy and World Order: The United States Imperative.

Institute for World Order, New York, N.Y.
Spons Agency-World Order Models Project.
Report No.-ISBN-0-911646-12-4; WOMP-WP-23
Pub Date-82
Note-57p.
Available from-Institute for World Order, 777 UN Plaza, New York, NY 10017 ($2.00, 5-25 copies, $1.50).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Policy, *Change Strategies, *Disarmament, Government (Administrative Body), International Relations, National Defense, *Nuclear Warfare, Peace, World Problems
Identifiers-*United States, *USSR, World Order

The current U.S. nuclear strategy goes beyond the legitimate objective of survivable strategic forces to active preparation for nuclear war. The Reagan administration strategy rejects minimum deterrence and prepares for a nuclear war that might be protracted and controlled. The strategy reflects the understanding that a combination of counterforce targeting, crises location of urban populations, and ballistic missile defense could make nuclear war purposeful and tolerable. The strategy includes five unwarranted assumptions: (1) the Soviets might decide to launch a limited first strike on the United States or its allies; (2) the USSR is more likely to be deterred by the threat of limited U.S. counterforce reprisals than by the threat of overwhelming, total nuclear retaliation; (3) victory is possible in a superpower nuclear war; (4) a counterforce nuclear strategy can be undertaken without compromising the prospects of vertical and horizontal arms control; and (5) peace can be maintained indefinitely via nuclear deterrence. According to the author, Reagan administration strategy must be reversed, and an alternative strategy should be pursued. The United States needs to seek a comprehensive test ban, renounce the first use of nuclear weapons, and institute additional weapon free zones. (Author/NE)

ED 216 953 SO 014 021

Lambert, Richard D., Ed. Heston, Alan W., Ed.

New Directions in International Education.

American Academy of Political and Social Science, Philadelphia, Pa.

Report No.-ISBN-0-87761-250-1; ISBN-0-87761-251-X

Pub Date-May 80

Note-224p.

Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 ($7.00 paper, $7.50 cloth).

Journal Cit-The Annals of the American Academy of Political and Social Science; v449 May 1980

Pub Type- Collected Works - General (020) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Book Reviews, Curriculum Development, Educational History, Educational Needs, Educational Planning, Elementary Secondary Education, Global Approach, Higher Education, *International Education, *International Educational Exchange, *International Relations, *International Studies, Language Enrollment, Language Planning, Research and Development Centers, School Business Relationship, *Second Language Instruction, Study Abroad

Twelve articles offer a sampling of a wide variety of interrelated studies, reports, and recommendations on international education. They all relate to that aspect of the educational system in the United States devoted to studying, writing, and teaching about other parts of the world. A key article discusses the findings and recommendations of the Presidential Commission on Foreign Language and International Studies. The article discusses the efforts of the Commission to set new directions in international education that encompass every level of the education system from kindergarten to graduate studies and that comprise many functions, including research, training of specialists, and exchanges. Other articles deal with a specific level of the educational system and with specialized aspects. Specifically these articles discuss the following: (1) interest in international studies in the 1930s; (2) the need to promote foreign language and culture study; (3) possible new directions in foreign language study in the schools; (4) research and training in international studies in U.S. universities; (5) an analysis by the Rand Corporation of the need for language and international studies training; (6) international studies in elementary and secondary education; (7) a survey of the Council on Learning's Education and World View project; (8) the federal exchange program (of foreign visitors); (9) study abroad and international exchanges; and (10) the linking of business schools with foreign language and international studies. A summary article attempts to fit the pieces into a framework and suggests some items for an action agenda for the field. Book reviews conclude the publication. (Author/NE)

ED 216 954 SO 014 026

Greenberg, Barry Fain, Stephen

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System.

Florida International Univ., Miami.

Spons Agency-Arthur Vining Davis Foundations, Miami, Fla.; Lilly (Eli) and Co., Indianapolis, Ind.

Pub Date-1 Oct 81

Note-34p.; Paper presented at the Joint Meeting of the Evaluation Network/Evaluation Research Society (Austin, TX, October 1, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Change, Behavior Change, Elementary Education, Measurement Techniques, Personality Assessment, *Personality Change, *Personality Development, *Program Effectiveness, Program Evaluation, Student Attitudes, Teacher Attitudes, Use Studies

Identifiers-*Character Education, *Character Education Program, Dade County Public Schools FL

The Character Education Program which was implemented in 52 elementary schools in 1979-80 in the Dade County public school system is evaluated. Objectives of the evaluation were: (1) to determine how much the character-building materials were used and how the teachers valued the materials; (2) to determine attitudes of students toward the use and effectiveness of the materials; (3) to obtain teachers' suggestions relating to any future use of the materials; and (4) to assess cognitive differences on tests between students in the Character Education Program and a comparable group who were not in it. In the evaluation, eight schools were chosen from the 52 using the materials. Within each school, teachers in the third and fifth grades were given a questionnaire designed to address the objectives of the study relating to their perceptions of the effectiveness of the program. Students in the program and the comparable group completed questionnaires and two tests The Character Education Test and the Stanford Achievement Test. Findings showed that teachers and students appear to be most favorably disposed toward the program, teachers use the materials on a regular basis, and most teachers do not believe that the materials have been responsible for behavioral changes in their students. There was no measurable differences in character building between those students in the program and those not in it. The authors concluded that the program should be continued, but not expanded until its actual effects can be determined. Tests and questionnaires are appended. (NE)

ED 216 955 SO 014 037

Hartoonian, H. Michael

Beyond the Widening Horizon: Rethinking Social Education.

Pub Date-May 82

Note-32p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Decision Making, Educational Change, Educational History, Educational Objectives, Elementary Secondary Education, *Ethics, Perspective Taking, Relevance (Education), *Social Studies

This paper discusses how social studies can best prepare enlightened citizens for the 21st century by centering the curriculum around ethics. The first part of the paper traces the history of the social studies from the Colonial period, when no uniformity existed in scope, sequences, and materials, up to the present period, in which there is ambivalence between the demand for certainty and the need for individual freedom. In the second section the author states four assumptions intended to serve as discussion organizers and criteria for establishing new directions in social studies. The four assumptions are that curriculum developers and users (1) should understand that the school and society represent countervailing forces and the resulting tension should be represented in the curriculum; (2) should be sensitive to the needs of the world today, to the enduring values of the human family, and to the human imagination focused on the future; (3) should be sensitive to the epistemological base which characterizes and defines course content used in the classroom; and (4) should include classroom/community discourse as a part of the curriculum. The third part of the paper focuses on implications of these assumptions for social education, which are that the instructional program must include intellectual, practical, and ethical considerations. The concluding section discusses new directions for social studies, centered around ethics. (NE)

ED 216 956 SO 014 039

Newton, Robert R.

The Evolution of the New York Archdiocesan School System 1800-1967.

Pub Date-82

Note-49p.

Pub Type- Historical Materials (060) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Catholic Educators, *Catholic Schools, *Educational History, Elementary Secondary Education, *Private Education, *Private School Aid, Religious Education, Religious Factors, *State Church Separation

Identifiers-Archdiocese of New York

The Catholic educational system of the New York Archdiocese has emerged through a series of crises and conflicts to become one of the most extensive educational systems in the country. It initially gained a foothold in New York during the administrations of the first three bishops of New York and expanded under Archbishop John Hughes. Hughes, at the center of a controversy over public funds for his schools, determined to avert the dangers of a Protestant-flavored Public School Society system by developing a commitment in his parishoners to the idea of separate Catholic schools for Catholic children. The Third Plenary Council of Baltimore furthered this concept when it directed each parish to provide a Catholic school for its children. In the 20th century, opposition to public schools shifted from objection to the Protestant character of schools to a rejection on the basis of their exclusion of religion from the curriculum. This necessity of religion for the total education of the student became the basis of the defense of parochial schools and the foundation of a papal statement urging a further development of Catholic schools which occurred, especially in secondary education, under Cardinal Spellman. By the mid-1960s, the New York Archdiocese provided complete education for more than 200,000 Catholic children and religious education for another 100,000. (Author/NE)

ED 216 957 SO 014 044

Bobner, Ronald F. And Others

Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques.

Pub Date-Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982). Research was partially supported by Bierce Library, University of Akron.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Databases, Higher Education, *History, *Information Retrieval, Social Science Research, *Statistical Analysis, *Trend Analysis

Identifiers-Multiple Linear Regression

This paper suggests one way that trends in the literature might be captured by historians through the use of computerized information retrieval services and particular statistical techniques for analyzing trends. For illustrative purposes, the topic desegregation'' was investigated in Lockheed's DIALOG (1982) information retrieval system utilizing four databases: ERIC,'' Dissertation Abstracts,'' Sociological Abstracts,'' and Psychological Abstracts.'' The time period searched was from 1966 to 1980 in each instance. The authors suggest several questions that might be asked about the literature retrieved and present appropriate means of statistically testing these questions. The statistical tests are based on a methodology known as multiple linear regression, a technique which is very appropriate for detecting trends. For example, the first question that might be asked is, does the literature vary significantly from year to year?'' The statistician, in this case, would test the slope of the line on the graph to see whether or not it differs significantly from zero. Questions might also be asked about trends in subtopics. For example, a historical perspective of desegregation, which is a broad and general topic, can be obtained by searching subtopics such as bussing. Looking at more than one subtopic and comparing the slopes of the lines provides a new perspective. Comparisons of literature in different databases can also be made. Using statistical strategies similar to the ones already described, one could compare the output from ERIC'' to that of Sociological Abstracts.'' Appendices contain a list of the databases accessible through Lockheed's DIALOG service and in-depth explanations of the statistical tests. (RM)

Kaplan, Michael H., Ed. And Others

Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-80
Grant-78-489
Note-63p.
Available from-Mid-Atlantic Center for Community Education, University of Virginia, 216 Ruffner Hall, 405 Emmet Street, Charlottesville, VA 22903 ($4.75, 25% discount on 10-24 copies, 40% discount on 25 copies or more).
Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Community Problems, Cross Cultural Studies, *Educational Anthropology, Educational Benefits, Educational Research, *Ethnography, Evaluation Methods, Models, *Research Methodology, Role Perception, Social Problems, Theories

Three hundred and twenty-seven citations from 1937-1980 are listed in this selective annotated bibliography on ethnographic and qualitative research techniques. It is intended for the novice ethnographer. Listed publications consist of papers, books, journal articles, reports, and workshop notes. The volume is arranged in six parts. Part one focuses on ethnographic methodologies for research. These references deal with theories and models for such research from the fields of education, anthropology, and ethnography; data collection such as interviewing and participant observation; applications of these theories and methods in evaluation studies; and the problems and issues specific to ethnographic research. Part two concentrates on the role and responsibility of the ethnographer, especially the ethnographer's training, field experiences, ethical questions faced in practice, social responsibility, and contributions to education and society. Part three offers ethnographic perspectives in the studies of schools, classrooms, and educational administration. Part four is devoted to the application of ethnographic research and methodologies in studies of educational systems of other societies and cultures. Part five deals with ethnographic studies of current problems in schools and issues such as community drug addiction, womens' rights, and education in prisons. Part six briefly lists additional bibliographies. (Author/NE)

Oklahoma...OK. Oklahoma Activities, K-6.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-82
Note-116p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Education, Learning Activities, Social Studies, *State History, Teaching Guides, Visual Aids
Identifiers-*Oklahoma

This guide provides articles and activities designed to make elementary students in Oklahoma aware of their historical heritage. It introduces students to the people and events that produced the state of Oklahoma. The guide is arranged into five sections. Section one presents 12 articles focusing on such topics as life before the white man, explorers, the first Indians, and the early settlers. Section two describes and pictures state emblems. There are also maps that show such information and events as cattle trails and land openings in Oklahoma. In section three, there are 22 student activities about Oklahoma. For example, there is a cowboy boot with 20 words listed on it. The children are to write a story about cowboys using at least 10 of the words on the boot. There is also a list of 12 additional classroom activities. Patterns such as a cowboy hat, a boot, and a covered wagon are pictured in section four. A bibliography is included in section five. (NE)

ED 216 960 SO 014 059

Chen, Kuan Yu

Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
Report No.-ISBN-0-918158-21
Pub Date-81
Note-37p.; A Centennial Colloquium Presentation at the School of Education, University of Connecticut (Storrs, CT, November 18, 1980).
Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Communism, *Comparative Education, Educational Change, *Educational History, Educational Innovation, Educational Policy, *Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education, Vocational Education
Identifiers-*China

This paper examines education in China from 1949 to 1979. Education plays a key role in Chinese society. The main goal of Chinese educational policy is to produce workers with both socialist consciousness and culture. The Chinese conception of education is very broad and includes the regular school system, work-study education, and informal mass education. The paper quotes significant points from the Common Program,'' the first tentative constitution adopted in 1949. The educational achievements in China between 1949 and 1966 are then reviewed and assessed. In 1949 China declared war on illiteracy. Efforts were undertaken to make the Chinese written language easier to learn. Romanization was used as a tool to aid pronunciation of the Chinese characters. The written Chinese characters were also simplified by reducing the number of strokes. Nurseries, kindergartens, and primary and secondary school education were expanded. Vocational and specialized schools were opened. In 1949 there were 207 higher educational institutions. By the mid 1960s there were 400. On May 7, 1966, Mao issued the famous Directive on Education'' which has served as the basis for all subsequent revolutionary activities in education. The reforms and innovations which occurred between 1966 and 1976 are described. For example, the down-to-the-countryside program was launched in 1968 and continues to be one of the key policies of China. The dilemmas encountered during the Cultural Revolution decade are also examined. The paper concludes with a description of the contemporary revised educational approach, 1977-1979, and the national emphasis on the Four Modernizations.'' (RM)

ED 216 961 SO 014 060

Pratte, Richard N.
Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
Report No.-ISBN-0-918158-21
Pub Date-81
Note-22p.; Centennial Colloquium Presentation at the School of Education, University of Connecticut, (Storrs, CT, December 4, 1980).
Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50, plus $0.30 postage).
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Pluralism, *Educational History, *Educational Needs, *Educational Objectives, Educational Policy, Educational Responsibility, Elementary Secondary Education, Ethnic Studies, Higher Education, *Multicultural Education, Program Implementation

This paper examines multicultural education its history, goals, for whom it is designed, and who is responsible for initiating programs. The literature is in general accord with the view that the educational system should be responsive to the fact that the United States is culturally diverse. This fact is taken as the ground for asserting that diversity should be both reflected in school curricula and valued by those who work in education, especially teachers and administrators. In most of the literature, multicultural education is presented as a humanistic as well as a relativistic concept. It is a means of celebrating diversity, striving for human rights and social justice, and legitimizing the alternative life choices and various styles of all people. In 1972 the Ethnic Heritage Studies Act was passed by Congress, emphasizing the heterogeneity of America's population. In the same year the American Association of Colleges for Teacher Education adopted a statement on multicultural education which upheld the value of cultural pluralism as the ultimate goal of multicultural education. Multicultural education rests on the fact of cultural diversity and the ideology of cultural pluralism. It is necessary to have a policy of multicultural education. Programs must be designed for all members of society. Placing the burden for implementing multicultural education programs on institutions of higher learning will not achieve more than moderate success without broad-based civic and societal support. (RM)

ED 216 962   SO 014 063

Kelly, Colleen A., Comp.

Asian Studies: A Catalogue of Asian Resources in Connecticut. Area Studies Resources Guides, Number One.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Pub Date-80

Note-95p.; Print marginally legible.

Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($3.50, plus $0.70 postage).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Arts Centers, Asian History, *Asian Studies, Dining Facilities, Elementary Secondary Education, Films, Higher Education, Human Resources, Museums, Publishing Industry, Resource Centers, Resource Materials, Theater Arts

Identifiers-*Connecticut

This directory cites Asian resources, services, institutions, and groups in Connecticut. It is intended to strengthen international studies through improved state-wide cooperation and communication. The directory is organized by the following topics: educational centers (including descriptions of the services provided and, in some cases, materials available from the centers); sources of curriculum materials and information; performing arts; museums and art galleries; restaurants and food shops; specialty and antique shops; martial arts; libraries, bookstores, art supply stores, and places of worship; free and rental films; human resources; and publishers. (RM)

ED 216 963 SO 014 064

Stone, Frank A., Comp.

Middle East Studies: A Catalogue of Middle East Studies Resources In or Near Connecticut. Area Studies Resource Guides, Number Two.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Pub Date-81

Note-77p.; Contains some pages of small, broken type. Best copy available.

Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($3.50, plus $0.70 postage).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Arabs, Arts Centers, Dining Facilities, Elementary Secondary Education, Higher Education, Islamic Culture, Jews, Middle Eastern History, *Middle Eastern Studies, Museums, Professional Associations, Resource Materials, Units of Study

Identifiers-Connecticut, Holidays

This directory of Middle Eastern resource materials in or near Connecticut is designed for use by educators, librarians, media specialists, and the general public. The Middle East is defined as the part of the world known as Southwest Asia/North Africa (SWANA). The information is organized under ten major categories: associations and organizations; college courses and centers; curriculum materials and published information sources including materials for teaching about Iran, Afghanistan, and Turkey, two study units entitled People and Places,'' and Water in the Middle East,'' and a seminar outline on Culture and Education in the Middle East;'' films, filmstrips, slide sets, and artifact kits; national holidays in Middle Eastern countries; museums and art galleries; religious institutions that have Middle Eastern roots; representatives of Middle Eastern governments; restaurants and food shops; and specialty shops. The directory concludes with two articles ''The Lebanese Community in Hartford,'' and Correcting Stereotypes about Middle Eastern Peoples.'' (RM)

ED 216 964 SO 014 065

Stone, Frank Andrews

Philosophical Phenomenology: A Methodology for Holistic Educational Research. Multicultural Research Guides Series, Number Four.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
Pub Date-79
Note-20p.
Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50, plus $0.30 postage).
Pub Type- Guides - General (050) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Research, Elementary Secondary Education, Higher Education, Research Methodology
Identifiers-Normative Systems Research, *Phenomenology

This paper presents phenomenology as an alternative approach in conducting educational research. The aim of phenomenological research is the exploration of the fundamental consciousness of the person or people being studied so that their perceptions can be identified and interpreted. Today's phenomenology comes from the work of a group of European philosophers. The fathers of the movement are two Germans, Franz Brentano and Edmund Husserl. Other contributors to phenomenology are also discussed in the paper. Phenomenology is then contrasted with normative conceptual, analytic, and empirical research methodologies. The conventional methodology of interpreting the thought of some educational theorist or pedagogical movement by analyzing, categorizing, comparing, and contrasting concepts is based on a paradigmatic framework. According to this model, human beings react and respond to the world outside of themselves on the basis of identifiable shared mental structures. Phenomenological paradigms are based on a different rationale and function differently than do normative ones. Phenomenologists assert that every human being has a unique life of consciousness. The paper then describes the processes involved in doing phenomenological investigations. Two requirements are rigorous detachment on the part of the researcher and a focus on the pure consciousness of the informant not on observable behavior or recognizable conceptual modes. Methods for focusing on this pure consciousness are described. The article concludes with brief descriptions of four recent studies in which phenomenological methodology was used. (RM)

ED 216 965　　　　　　　　　　　　　　　　SO 014 066

Conflict Resolution and Peace Studies: An Annotated Bibliography. Ethnic Studies Bulletin, Number Nine.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Report No.-ISBN-0-918158-30

Pub Date-81

Note-24p.

Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50, plus $0.30 postage).

Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Conflict Resolution, Elementary Secondary Education, Higher Education, Organizations (Groups), *Peace, Resource Materials, Vocabulary

This annotated bibliography of resources dealing with conflict resolution and peace studies was compiled for the use of elementary, secondary, and college educators. The listing is alphabetical by author. Included are handbooks for teachers, course outlines, anthologies of journal articles, bibliographies of curriculum materials, background readings, filmographies, student pamphlets, and instructional units. The bibliography concludes with a description of a college-level pilot peace studies course, a guide to peace studies terminology, a topography of the dimensions of conflict, and an annotated listing of organizations that deal with conflict resolution, disarmament, and peace. (RM)

ED 216 966 SO 014 067

Stone, Frank Andrews, Ed.

Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Report No.-ISBN-0-918158-20

Pub Date-81

Note-70p.; Photographs may not reproduce clearly.

Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268.

Pub Type- Opinion Papers (120) - Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness, *Cultural Pluralism, Essays, Ethnicity, *Ethnic Studies, High Schools, Local History, *Multicultural Education, Oral History, Photography, *State History, Student Developed Materials

Identifiers-*Connecticut

The ten essays that comprise this anthology concerning the people of Connecticut were written by high school students in Connecticut for the First Ethnic Studies Competition held in 1979-1980. The aim of the competition was to increase awareness of cultural pluralism in the state, to encourage multicultural education, to improve intergroup understanding among citizens, and to expand the available multicultural resources about similarities and differences in Connecticut ethnicity. Twenty five manuscripts were entered in the competition in three categories: oral histories, local histories, and photographic studies. These entries were judged on the basis of six criteria: general appearance, the accuracy of their contents, the insights that they provide into life experiences, their format and development, the deptn of cross-cultural understanding that was demonstrated, and the choice of the sources employed. Winning essays included in the anthology are: Natividade Cunha A Luso-American in New Haven, Connecticut;'' A Struggle for Identity A Case Study of Ukrainians;'' A Journey to a New Life;'' Bob Mikulka of Branford, Connecticut;'' Polonia in New Britain;'' Mae Yimoyines of Hartford, Connecticut;'' Jennie Mary Manzi Immigrant from Italy;'' Katharina Wendler Beauvais The Life Story of a Hungarian-American;'' Fred Olsen Roots from Norway and England in Guilford, Connecticut;'' and The Italian-Americans of Waterbury, Connecticut.'' (RM)

Stone, Frank Andrews
Using Oral History in Educational Studies. Multicultural Research Guides Series, Number One.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
Report No.-ISBN-0-918158-20
Pub Date-77
Note-27p.
Available from-I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50, plus $0.30 postage).
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Definitions, *Educational History, *Educational Research, Elementary Secondary Education, Higher Education, Interviews, Library Collections, Methods, *Oral History

This paper examines oral history as one of the main types of evidence available to people who are investigating educational concerns from an historical perspective. The first part of the paper describes existing oral history collections many of which deal with subjects related to education. For example, a history professor at Columbia University arranged for the first formal taped oral history interviews in 1948. His efforts brought into being the huge oral history collection housed in Butler Library at Columbia. Included in this special collection are tapes concerning the founding of the American Association of Physics Teachers, the first fifty-eight years of the Carnegie Corporation as a philanthropic organization, and China educational missionaries, 1900-1950. The second part of the paper provides and discusses various definitions of oral history and examines why people undertake oral histories. The final section of the paper examines the oral history process. It discusses the eight main steps involved in doing oral history: surveying and contacting, explaining, planning, preparing interview outlines, establishing rapport, taking notes, closing the interview, and following post-interview procedures. The appendices contain questions used by the staff of the Peoples of Connecticut Project'' in their interviews with persons of different ethnic origins and the permission form that interviewees were asked to sign. (RM)

ED 216 968 SO 014 070

McCutcheon, Gail
Textbook Use in a Central Ohio Elementary School.
Pub Date-Mar 82
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Educational Research, Elementary Education, Teacher Attitudes, *Teaching Methods, *Textbooks, *Use Studies

This research report documents teachers' views on why and to what extent they use textbooks. How the environment influences the use of textbooks can be determined when their use in schools is studied. The following three major research questions were addressed: (1) how do teachers use textbooks, guides, and supplementary materials available through publishers? (2) why do teachers rely on textbooks to the extent they do for planning and for instruction? and (3) what are the apparent influences of the textbook and its use on the curriculum? The research took place in one school for part of a year, with 10 teachers participating. Research procedures included observing and taking notes in the 10 classrooms for 6-10 days each, discussing practices with teachers and the principal, collecting photocopies of pages from text-related materials the teachers were using when observed, and discussing work assignments with students. Findings showed that 9 out of 10 teachers used texts, textbook guides, and accompanying materials extensively and with few changes and viewed the curriculum as a series of pages to cover. Students viewed the work as a series of things to complete. Peer pressure and ease of use caused teachers to rely heavily on the use of textbooks. (Author/NE)

ED 216 969 SO 014 072

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-82

Note-142p.; For related documents, see SO 014 073-078.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Check Lists, Citizenship Education, Classroom Environment, Concept Teaching, Course Content, *Curriculum Development, Fundamental Concepts, Interdisciplinary Approach, Kindergarten, Learning Activities, Literature, Primary Education, Resource Materials, *Self Concept, Skill Development, Social Behavior, *Social Studies, State Curriculum Guides, Student Evaluation

This social studies curriculum guide provides a framework to help kindergarten teachers develop programs best suited to their students' needs. The two main sections to the guide are a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. The major focus of the social studies kindergarten program is to help students develop awareness of self as a growing individual. Social interaction skills are integral to the kindergarten program. This overview is followed by generalizations for the K-6 program. A key to symbols used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction is provided. The final section of the syllabus suggests activities; specifies content, skills and attitudes, and evaluation procedures; and lists resources for each concept taught in grade two. (RM)

ED 216 970 SO 014 073

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-82
Note-151p.; For related documents, see SO 014 072-078.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Check Lists, Citizenship Education, Classroom Environment, *Community Study, Concept Teaching, Course Content, *Curriculum Development, *Family Life Education, Fundamental Concepts, Grade 1, Interdisciplinary Approach, Learning Activities, Literature, Primary Education, Resource Materials, Self Concept, Skill Development, Social Behavior, *Social Studies, State Curriculum Guides, Student Evaluation

This social studies curriculum guide for grade one provides a framework to help teachers develop programs best suited to their students' needs. The two main sections to the guide are a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. The major focus of the social studies program at the first grade level is to help students realize their roles as members of a family and school community. The development of identity and social interaction skills are stressed. Interdisciplinary learning is encouraged. This overview is followed by generalizations for the K-6 program. A key to symbols used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction is provided. The final section of the syllabus suggests activities; specifies content, skills and attitudes, and evaluation procedures; and lists resources for each concept. (RM)

ED 216 971 SO 014 074

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-82
Note-187p.; For related documents, see SO 014 072-078.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Check Lists, Citizenship Education, Classroom Environment, *Community Study, Concept Teaching, Course Content, *Curriculum Development, Fundamental Concepts, Grade 2, Interdisciplinary Approach, Learning Activities, Literature, Primary Education, Resource Materials, Self Concept, Skill Development, Social Behavior, *Social Studies, State Curriculum Guides, Student Evaluation

This social studies framework for grade two is intended to help teachers develop programs best suited to their students' needs. The two main sections to the guide are a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. In the grade two social studies program, the student explores rural, urban, and suburban communities, focusing on communities in the United States. The student's own community serves as an examole for studying and understanding other communities. The concepts, content understandings, and activities stress the child's roles as a social being and self-directed learner. This overview is followed by generalizations for the K-6 program. A key to symbols used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction is provided. The final section of the syllabus includes the following for each concept taught in grade 2: course content, learning activities, skills and attitudes, evaluation procedures, and resource materials. (RM)

ED 216 972 SO 014 075

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-82
Note-174p.; For related documents, see SO 014 072-078.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Check Lists, Citizenship Education, Classroom Environment, *Community Study, Concept Teaching, Course Content, *Curriculum Development, Fundamental Concepts, *Global Approach, Grade 3, Interdisciplinary Approach, Learning Activities, Literature, Primary Education, Resource Materials, Self Concept, Skill Development, Social Behavior, *Social Studies, State Curriculum Guides, Student Evaluation

Teachers can use this grade three social studies framework to develop programs best suited to their students' needs. There are two main sections to the guide: a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. In the grade three social studies program students explore communities around the world. Communities are studied using five perspectives: social/cultural, political, economic, geographic, and historic. Emphasis is placed on self-awareness and social interaction. This overview is followed by generalizations for the K-6 program. A key to symbols used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction is provided. The final section of the syllabus includes the following for each concept taught in grade three: course content, learning activities, skills and attitudes, evaluation procedures, and resource materials. (RM)

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-82
Note-168p.; For related documents, see SO 014 072-078.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Check Lists, Citizenship Education, Classroom Environment, *Community Study, Concept Teaching, Course Content, *Curriculum Development, Fundamental Concepts, Grade 4, Interdisciplinary Approach, Intermediate Grades, Learning Activities, Literature, *Local History, Resource Materials, Skill Development, *Social Studies, State Curriculum Guides, *State History, Student Evaluation, *United States History

This fourth-grade level social studies framework will help teachers develop programs best suited to their students' needs. There are two main sections to the guide: a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. The fourth grade program focuses on political institutions and historic development beginning at the local community and comparing and contrasting to the state and national levels. Rather than encouraging memorization of dates and events, students are guided in thinking in terms of time periods in U.S. history characterized by similar attitudes, values, and events using examples from the local community and nation. This overview is followed by generalizations for the K-6 program. A key to symbols used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction is provided. The final section of the syllabus includes the following for each concept taught in grade four: course content, learning activities, skills and attitudes, evaluation procedures, and resource materials. (RM)

ED 216 974 SO 014 077

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-82
Note-180p.; For related documents, see SO 014 072-078.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Check Lists, Citizenship Education, Classroom Environment, Concept Teaching, Course Content, *Curriculum Development, Fundamental Concepts, Grade 5, Interdisciplinary Approach, Intermediate Grades, Latin American History, Learning Activities, Literature, *North American History, Resource Materials, Skill Development, *Social Studies, State Curriculum Guides, Student Evaluation

Teachers can use this fifth-grade level social studies framework to develop programs best suited to their students' needs. There are two main sections to the guide: a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. The fifth grade program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and Latin America. This overview is followed by generalizations for the K-6 program. A key to symbols, used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction, is provided. The final section of the syllabus includes the following for each concept taught in grade 5: course content, learning activities, skills and attitudes, evaluation procedures, and resource materials. (RM)

ED 216 975 SO 014 078

Social Studies Program New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-82

Note-217p.; For related documents, see SO 014 072-077.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Check Lists, Citizenship Education, Classroom Environment, Concept Teaching, Course Content, *Cross Cultural Studies, *Curriculum Development, *European History, Fundamental Concepts, Grade 6, Interdisciplinary Approach, Intermediate Grades, Learning Activities, Literature, Middle Eastern Studies, Resource Materials, Skill Development, *Social Studies, State Curriculum Guides, Student Evaluation

This sixth-grade level social studies framework is intended to help teachers develop programs best suited to their students' needs. There are two main sections to the guide: a teacher notebook and a syllabus. The teacher notebook elaborates on the key features of the program, suggesting relevant classroom applications. Discussed are concept and skill goals, student evaluation, linking literature to social studies, developing citizenship competency, and developing participation projects. A teacher self-checklist for classroom climate is also included. The syllabus begins with a grade level overview. The course of study in the sixth grade emphasizes the interdependence of all people, keying on Western and Eastern Europe and the Middle East. The emphases of many of the lessons and activities for this grade level draw on specific examples of these two geo-cultural regions. This overview is followed by generalizations for the K-6 program. A key to symbols used in the syllabus to encourage interdisciplinary planning and a holistic view of classroom instruction is provided. The final section of the syllabus includes the following for each concept taught in grade 6: course content, learning activities, skills and attitudes, evaluation procedures, and resource materials. (RM)

Sadoff, Eugene

K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.

Trenton Public Schools, N.J.

Spons Agency-Mercer County Office on Aging, Trenton, NJ.

Pub Date-Mar 82

Note-63p.

Available from-Trenton Public Schools, 108 N. Clinton Avenue, Trenton, NJ 08609 ($3.25, 5 or more, $3.00 per copy).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Aging Education, Art, *Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics Education, Primary Education, Questioning Techniques, Science Education, *Social Studies, Vocabulary Development

The purpose of this guide is to provide K-3 teachers with activities which will sensitize students to the needs and concerns of older adults and permit them to develop positive attitudes toward the entire aging process. There are four major sections to the guide, one for each grade level. Each activity revolves around a particular story book available from commercial publishers. To increase student understanding of each book, the guide lists vocabulary and discussion questions which can be used in social studies, math, science, language arts, and art courses. Also included in the guide are discussions of the state of New Jersey's educational goals, standards, and philosophy. (RM)

ED 216 977 SO 014 080

Nucci, Larry Junker, Linda

Can Morality be Separated from Religion in the Teaching of Values?

Pub Date-19 Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, NY, March 19, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Catholics, Elementary Secondary Education, *Ethical Instruction, Higher Education, Moral Values, *Religion, Social Science Research, *Values Education

The author argues that morality can be taught in public schools without retreating into moral relativism and without compromising our cultural and constitutional principles of freedom of speech and the separation of church and state. The paper draws from philosophy and psychological theory to illustrate that concepts of the moral constitute a conceptual and developmental system distinct from concepts about other societal or religious values and that one's identification of the moral is independent of religious prescription. Research studies which illustrate these concepts are described. To prove that morality is independent of religious prescription, the author conducted a study with practicing Catholics. High school and college-age Catholics were asked to make a number of judgments about actions considered sins by the Catholic church. The results showed that the students' identification of actions as matters of morality is not a function of the presence of religious prescriptions. Morality is autonomous from religion, and the content of moral education (e.g., the issues of justice) may be universalized without compromising religious diversity among students. (RM)

ED 216 978 SO 014 081

Martin, James L. Uguroglu, Margaret E.

Building Curricula When You Don't Have the Answer.

Pub Date-Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *Curriculum Development, Design, *Educational Strategies, Research, Teacher Effectiveness, *Teaching Methods
Identifiers-*Curriculum Theories, Knowledge

When dealing with strategy for curriculum development or instruction in education, there are three possible approaches that the implementors can use to achieve desired goals. These three are the administrative approach, the research approach, and the design approach. The administrative approach relies on power as its authority and coercion to integrate its power network and control its functioning. The research approach uses knowledge as its source of power and relies on communication processes for integration and control. The design approach is based on rights of individuals and conformity as integrating and controlling processes. Teachers must be learners and be willing to use when appropriate any of the three approaches in their teaching strategy. Teachers need to be able to recognize the approach that is being used and see how the approach fits the goals of the curriculum. A good teacher uses all three approaches, selecting the appropriate time to use each approach and to know the reason for that particular choice. (Author/NE)

ED 216 979 SO 014 082

Alm, Jan

A Sourcebook for the Interpretation of Traditional Dance By Outdoor Museums and Historic Sites.

Pub Date-Sep 81
Note-184p.; M.A. Thesis, Western Kentucky University. Some pages are marginally legible.
Available from-Western Kentucky University, Folklore, Folklife, and Oral History Archives, Bowling Green, KY 42101.
Pub Type- Dissertations/Theses - Masters Theses (042) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Dance, Folk Culture, Information Sources, *Museums, Organizations (Groups), *Program Development, Program Implementation, Research Tools, Resource Materials
Identifiers-*Historical Landmarks

This publication will help historic sites and museums plan and develop programs of traditional dance interpretation. Outdoor museums and historic sites are increasingly involved with the interpretation of social and emotional life. Because it is a social and emotional event, dance can be a valuable part of this interpretation. There are four steps to program development: (1) identify the interpretive themes and objectives of the site and the ways in which dance interpretation could serve these goals; (2) determine through research that dance did occur at the site and the time period portrayed; (3) establish through research the types and functions of the specific dances; and (4) plan, practice, and incorporate the dance interpretation into the site's program. There are eleven chapters to the publication. Chapter one examines folklife research and its relationship to interpretation at historic sites and outdoor museums. Historical organizations involved in traditional dance interpretation are the focus of chapter two. Chapter three describes traditional dance programs for historic sites and outdoor museums. How to plan a program of traditional dance interpretation is the topic of chapter four. Chapter five presents considerations for researching and presenting a program of traditional dance interpretation. Chapter six discusses types of sources for researching traditional dance. Chapters seven through nine provide examples of the different types of sources, such as contemporary and retrospective written sources, iconographic sources, and material culture sources. Chapter 11 summarizes the preceding chapters. The publication concludes with additional listings of sources and resources for the research of traditional dance. (RM)

ED 216 980 SO 014 083

Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide American Friends Service Committee, Philadelphia, PA. National Action/Research on the Military Industrial Complex.

Pub Date-80
Note-55p.; This research is made possible in part by a grant from the Film Fund. Accompanying audiovisual materials are available in slideshow or filmstrip form from NARMIC.
Available from-American Friends Service Committee, National Action/Research on the Military Industrial Complex, 1501 Cherry Street, Philadelphia, PA 19102 (Study/Action Guide $2.50, Companion to the Guide, $2.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Citizen Participation, Community Action, Disarmament, Discussion (Teaching Technique), *Nuclear Warfare, Organizations (Groups), *Public Affairs Education, *Religious Organizations, Resource Materials, Social Action, Teaching Guides, *World Problems

A study-action guide and a companion guide are intended to help citizens explore some of the challenging dilemmas of U.S. nuclear policy. The two guides place strong emphasis on group discussion and participation as well as action citizens might want to take to bring about a non-nuclear world. The companion guide is intended for congregations and religious groups. Citizens first view a slide or filmstrip show entitled Acceptable Risk?'' which relates the perspectives of scientific, government, and military experts, as well as the stories of survivors of Hiroshima and the stories of those affected by the daily production of nuclear weapons and nuclear power. The first two sections of the study guide contain a checklist for showing the slide show and suggestions for follow-up discussion. The third section Next Steps'' outlines a variety of possibilities for education and action for groups and individuals concerned about the issues in the slide program. The third and major section of the guide provides a list of resources and groups concerned with issues discussed in the slide

show. The publication concludes with a listing of American Friends Service Committee offices and instructions for showing the slide program. The guide for congregations and religious groups contains statements concerning nuclear warfare issued by different religious groups. Also included in this guide are suggestions for follow-up discussions to the slide program ideas for action, liturgical suggestions, and lists of resources for education and action. (RM)

ED 216 981 SO 014 084

Jongewaard, Steven M.

Learning the Concept of Interdependence: A Study in Two Dimensions.

Pub Date-Nov 81
Note-42p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Techniques, Educational Research, *Global Approach, Intermediate Grades, Social Science Research, *Social Studies, *Systems Approach, *Teaching Methods
Identifiers-*Interdependence

This study determined if students have a better understanding of the components of interdependence when they use instructional materials which emphasize a systems approach, when they work cooperatively in a group, and when the classroom environment fosters both of the above variables. For the purpose of this study, a working definition of interdependence was developed. Students with a working definition of interdependence comprehend the concept of systems, view the world as being comprised of systems, and value working cooperatively. Three hypotheses are that there will be a significant effect on students learning the concept of interdependence when a sequenced unit on interdependence is taught, when students engage in a cooperative interdependent learning process, and when the above systems approach curriculum is taught in a cooperative environment. Four sixth-grade social studies classes in a city school composed of randomly assigned students and teachers took part in this study. Two experimental groups studied materials focusing on a systems interdependence approach published by the Center for Global Perspectives; two control groups studied a traditional social studies textbook published by Laidlaw. Two classes worked in cooperative groups, while students in the other two classes worked individually. Also, variables described above were combined in classes (i.e., a systems approach was taught in both a cooperative and noncooperative environment). Four tests were administered to students to measure their understanding of interdependence, preferences for a cooperative or individualistic study environment, and their ethnocentrism. Results obtained in the study support the content, cooperative, and interaction hypotheses. (Detailed limitations, conclusions, and implications are provided.) (NE)

ED 216 982 SO 014 088

Perspectives. Teacher's Guide Procter & Gamble Co., Cincinnati, OH.
Pub Date-81
Note-88p.; Photographs and some small print may not reproduce clearly.
Available from-Procter and Gamble Educational Services, P.O. Box 599, Cincinnati, OH 45201 ($5.00 for complete set).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Industry, Local History, *Primary Sources, Secondary Education, Social Studies, *Sociology, *United States Government (Course), *United States History, Units of Study
Identifiers-Depression (Economic 1929), World War I

This publication includes a teacher's guide and four self-contained teaching units of primary source materials for use in secondary U.S. history, government, and sociology classes. Each unit, designed as supplemental material for one or two class periods, contains historical public records and documents from Procter and Gamble's archives and background readings and activities. In the unit Reflections of History,'' students examine the advertising of five different time periods between the 1890s and the 1950s to get an impression of the styles and interests of the times. The unit From Cottages to Corporations'' focuses on America in the 1800s and cites the beginnings of the Procter and Gamble corporation as a way of encouraging students to examine the growth of companies in their areas as one measure of history. Primary source documents presented in this unit include a partnership agreement, a stock certificate, and a certificate of incorporation. The World War I - The Home Front'' unit talks about the home front activities of the United States, particularly some of the ways business responded to the war effort. In this unit, students examine five primary source documents, including a War and Navy Department certificate, an employee bulletin board notice, a poster for the Red Cross war fund drive, a personal letter of William Cooper Procter, and an advertisement of the period. In the Great Depression'' unit, students learn about conditions of this period and how one business tried to cope with the crisis. Examined are company memos to employees, a grocery store poster, and newspaper ads of the early 1930s. (RM)

ED 216 983 SO 014 093

China's Schools in Flux. Wingspread Brief.
Johnson Foundation, Inc., Racine, Wis.
Pub Date-Apr 78
Note-9p.; Photographs may not reproduce clearly.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, Communism, *Comparative Education, Curriculum, Decision Making, Educational Objectives, *Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education, Labor, Rural Education
Identifiers-*China

Fourteen prominent American educators report on their trips to China in October through November 1977. The educators hope that reports of their China visit will help Americans better understand what is happening in China and that this understanding will give studies of China a place in America's school curriculum which is commensurate with its importance. The report begins with a discussion of several conclusions of interest to American educators and U.S. China scholars. For example, the Chinese recognize that education, especially in science and technology, is essential if they are to reach the development goals they have set for themselves between now and the end of the century. Education in China remains focused to a remarkable degree on the development of collective political consciousness. The back to basics'' movement has not occurred to the extent reported abroad. The Chinese are largely succeeding in their second most important educational goal: to develop a work force capable of meeting their national production needs. The report goes on to discuss other topics, such as educational decision making; educational organization, politics, and curriculum; labor in the countryside; admissions examinations and quotas; China's educational goals compared to the United States; and the use of group norms, models, and symbols. (RM)

ED 216 984 SO 014 094

French, Rod

Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).

Johnson Foundation, Inc., Racine, Wis.; Wisconsin Council on Criminal Justice, Madison.; Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date-Mar 77
Note-35p.; Photographs may not reproduce clearly.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Crime, *Criminal Law, *Justice, Parole Officers
Identifiers-*Criminal Justice System, *Sentencing

This publication contains the proceedings of a Wingspread conference held in Racine, Wisconsin in March 1977, dealing with the topic of criminal sentencing alternatives. The conference grew out of a controversy within the Wisconsin Council on Criminal Justice over determinant'' versus indeterminant'' sentencing. Under a determinant sentencing system, the offender serves a specific legislatively prescribed sentence for a specific crime. Judges have only limited discretion to vary the sentence. The parole board function of evaluating prisoners for release is abolished. With indeterminant sentencing, the system used in Wisconsin and 46 of the 50 states, judges have broad discretionary powers when sentencing. Although many judges do use general, personal guidelines for determining sentences, those guidelines can and do vary widely from judge to judge and from region to region. Under this system, after a person is sentenced, the parole board has wide latitude in determining whether an offender will be released early or made to serve his full sentence. There are five sections to the report. The problems with indeterminant sentencing are discussed in section one. In the second section, an inmate, a legislator, and an attorney talk about their feelings concerning the indeterminant sentencing system. What the determinant sentencing system would do to curb these problems is then examined. Problems with the determinant sentencing system are dealt with in the third section. Other alternatives to the problem are discussed in section four. The final section describes concerns of the discussion groups participating in the conference. (RM)

ED 216 985 SO 014 095

South Dakota Social Studies Curriculum Guide, Kindergarten-Twelve.

South Dakota State Div. of Elementary and Secondary Education, Pierre. Office of Curriculum and Instruction.
Pub Date-Aug 81
Note-140p.; Some pages are marginally legible.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Critical Thinking, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Problem Solving, Skill Development, *Social Studies, Staff Development, State Curriculum Guides

This K-12 social studies curriculum guide was developed to provide local schools in South Dakota with a point of departure for their own curriculum development. There are five sections to the guide. Section one, Social Studies Standards of Excellence,'' discusses shared decision making and commitment, community support for the social studies, staffing and staff development, organizing, instructional activities, evaluation, social studies resources, and curriculum planning. Goals for each area of the K-12 curriculum are outlined in section two. These areas include American Indian education, anthropology, career education, citizenship, consumer education, contemporary issues, drug/alcohol education, economics and free enterprise, environmental education, geography, government, historical and cultural impact of religion, multi-cultural education, psychology, rights and responsibilities, social behavior, sociology, South Dakota studies, and world and American history. Section three provides an overview of the K-12 social studies scope and sequence and section four examines the problem-solving and critical-thinking skills integrated throughout the curriculum. The final section presents and discusses the six major steps in curriculum development. Quotes from research are presented. Included in the appendices are a glossary of terms and recommendations of the National Council of Social Studies. (RM)

ED 216 986 SO 014 097

Moon, Michael And Others

A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.

New York State Education Dept., Albany. Div. of Intercultural Relations in Education.

Pub Date-82

Note-24p.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, Elementary Secondary Education, *Females, *Instructional Improvement, Resource Materials, *Sex Bias, *Sex Fairness, *Sex Role, Textbook Evaluation, Womens Studies

This guide is intended to help local school districts identify resources for combating the adverse effects of sex bias and sex-role stereotyping in the existing curriculum. Included in the guide is a chronology of the contributions of selected American women that may be missing from traditional sources. A brief guide to identifying bias and stereotyping in textbooks and curriculum materials is provided for use with more specific locally developed checklists. The publication concludes with a listing of resources to assist the classroom teacher with identifying non-sexist materials. Cited are publications, journals and newsletters, resource centers, special library collections, audiovisual resources, book distributors and presses, and agencies and organizations. (RM)

ED 216 987 SO 014 099

Tatter, Sue Ellen Saville, Sandra K.
Women's Legal Rights in Alaska. Reprint.
Alaska State Commission on the Status of Women, Anchorage.
Pub Date-Mar 82

Note-49p.
Available from-Alaska Commission on the Status of Women, 338 Denali Street, Suite 850, Anchorage, AK 99501 (free).
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adoption, Court Litigation, Credit (Finance), Criminal Law, Definitions, Divorce, Employment, Federal Legislation, *Feminism, *Laws, Legal Aid, Marriage, Models, Organizations (Groups), Parent Child Relationship, State Legislation
Identifiers-*Alaska

This publication is intended to help women in Alaska learn about their legal rights. Some of the information is of a general nature and will be of interest to women in other states. Some of the laws and resources are relevant to Alaska only. The publication can serve as a model to other states wanting to develop a resource to inform women about their legal rights. The law concerning women's rights is not just one rule written in the law books. It is a combination of constitutional provisions, court decisions, laws passed by the state, federal, and local legislators, and regulations passed by government agencies. All of these are discussed in the publication concerning the following topics: employment; credit; criminal law and violence against women; inheritance; names, name changes, and birth certificates; involuntary commitment; adoption; childbearing decisions; parent and child; marriage and marriage-type partnerships; divorce and dissolution; and public assistance. The publication concludes with a glossary of legal definitions and a resource directory. (RM)

ED 216 988 SO 014 101

A Population Profile: The 1980-s and Beyond. DataTrack 8.
American Council of Life Insurance, Washington, D.C.
Pub Date-81
Note-37p.; Charts/figures may not reproduce clearly in microfiche. Figure 6 on page 11 and Table 11 on page 25 are copyrighted and were removed by ERIC.
Available from-Social Research Services, American Council of Life Insurance, 1850 K Street, N.W., Washington, DC 20006 ($1.00, single copies).
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Population Trends, Employment, Family (Sociological Unit), *Futures (of Society), Income, Mexican Americans, Migration, Population Growth, *Population Trends, Racial Factors, Statistical Analysis, Tables (Data)

Eighth in a series of reports which compile and interpret statistical information of direct concern to life insurance executives, this publication contains a profile of the U.S. population for the 1980s and beyond. Tables of data and an analysis are provided. Topics covered include population growth, age and race, residence, households, employment, and income. Some implications for life insurance companies are examined. A summary of the profile is also included. Some excerpts from the summary include the following. The American population will continue to expand during the 1980s at a rate slightly higher than that of the last decade. The fastest growing age group during the 1980s will be the 35- to 44-year-olds. The number of older Americans will increase from 25 million in 1980 to 32 million in 2000. There will be fewer teens and young adults in the 1980s. Hispanics and Blacks will make up a larger share of the U.S. population in the years ahead. Most of the country's population growth will take place in the South and the West. There will be proportionately fewer households composed of married couples and more of individuals living alone or with unrelated persons. The work force of the 1980s will be older and more experienced and will be composed of relatively more women and minorities than in previous years. The number of households with incomes $25,000 a year and over will increase more rapidly in the next 15 years than households with less income. (RM)

ED 216 989 SO 014 102

Allen, Rodney F., Ed. Landry, Russell H., Ed.

Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.

Tri-County Teacher Education Center, Sebring, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Law Education Program.
Pub Date-81
Note-102p.; Some pages are marginally legible. For related documents, see SO 013 993-994.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Case Studies, *Consumer Education, Crime, Intermediate Grades, Junior High Schools, Justice, Laws, Learning Activities, *Legal Education, *Role Playing, Social Behavior, Teacher Developed Materials, Units of Study
Identifiers-Florida, Rule Breaking

These teacher-developed learning activities for grades 4-7 deal with consumer law-related topics. The self-contained activities are organized into five sections. Section one contains a role-playing card game that helps students examine rules and feelings. For example, one role-playing situation involves a confrontation between a student and a bus driver. The situation is: Before boarding the school bus after school, you stop to buy a snow cone because you are hungry. You know it is against the rules to eat on the bus, but you try to sneak the snow cone on the bus anyway. The bus driver stops you.'' The activities in the second section deal with behavior and consequences. For example, students analyze case studies, read and discuss a newspaper article about a burglary, and rank the consequences to victims and relatives of victims of crimes from 1 suffers the least to 7 suffers the most. Cases . . . and Consequences'' is the title of the third section. Through readings, role playing, and discussions, children become familiar with Florida laws concerning care of animals, the use of a BB gun by a child, tobacco, loitering, assault and battery, vandalism, shoplifting, and other topics. The activities in the fourth and fifth sections help children learn about the juvenile justice system and the adult criminal justice process. Students are involved in role playing, field trips, and classroom discussions. Included in the appendices are some additional resources such as rules for brainstorming. (RM)

ED 216 990 SO 014 103

Orend, Richard J. Sharon, Batia

The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Report No.-HumRRO-FR-PO-81-1
Pub Date-Sep 81
Note-621p.; Charts/figures may not reproduce clearly.
Pub Type- Reports - Research (143)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Artists, *Economic Status, *Exhibits, Financial Problems, Social Science Research, Socioeconomic Background, Success, Work Environment

This report describes a study which examined the economic conditions under which artists function and the processes artists use to get work exhibited. The interaction of these two factors and their relationship to exhibition and sales success were also studied. Two techniques were used to collect data. The first was a series of group discussions with professional artists in Washington, D.C., San Francisco, Houston, and Minneapolis/St. Paul. The second was a mail survey of the same population, which resulted in 940 completed interviews. There are seven chapters to the report: Historical Perspectives and the Artists' Perspectives on Issues and Problems; Conceptual Framework and Methodology; Socio-demographic and Art Form, Characteristics of the Sample; Economic and Work Conditions; Occupational Conditions I, Exposure, Occupational Conditions II, the Exhibition Process; and Assessment of Needs. Examples of some of the findings follow. A large proportion of artists in the sample had low incomes. Women and younger and older artists had relatively low incomes. Washington, D.C. artists

had by far the lowest personal earnings, but also the lowest work-related expenses. Thirty-nine percent of the artists held an art-related part-time job so that they could survive economically. Expenses for studio space were a major concern. The most successful artists are characterized by high quality shows, high income, an orientation to commercial galleries, self-reliance, and exhibitor connections. (RM)

Tucker, Jan L.
Our Global Future: Implications for Social Studies Education in the United States.
Pub Date-Jun 82
Note-29p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (East Lansing, MI, June 2-5, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Liberties, College Role, Developed Nations, Developing Nations, Educational Objectives, Elementary Secondary Education, *Futures (of Society), *Global Approach, Higher Education, *Social Studies, Teacher Education

The purpose of this paper is to probe the relationship between the emerging global context of life for citizens in the United States and the further development of the field of social studies. The paper first examines the concept of the world problematique, described as the sudden realization of the world as a global system with complex problems and no apparent solutions. There is a global revolution of rising expectations worldwide which contains both hope and despair. The hope springs mainly from within developing nations, where the majority of people are striving to attain a minimal level of physical and psychological security. Typically, the despair emanates from those in the already industrialized nations who see an inevitable clash between modernization and the reality of finite resources, and who may also believe that the only conceivable solutions to this dilemma will destroy the political, social, and cultural freedoms known in the industrialized nations of the West. For social studies educators in the United States, the dilemma of modernization versus finite resources raises agonizing questions. For example, shall social studies choose to foster the precepts and concepts of the now burgeoning revolution of rising expectations? Or shall it choose to emphasize the realities of finite resources, thereby allying itself with the more conservative voices? As an illustration of a productive framework, the paper discusses how global education with an international human rights content might raise an opportunity for these questions to be given a fair hearing. The paper concludes by urging stronger leadership from colleges and universities for social studies education with a world view. (RM)

ED 216 992 SO 014 114

Fels, Rendigs, Ed. Siegfried, John J., Ed.
Research on Teaching College Economics: Selected Readings.
Joint Council on Economic Education, New York, N.Y.
Report No.-JCEE-312
Pub Date-82
Note-360p.
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($10.00).
Pub Type- Information Analyses (070) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Economics Education, *Educational Research, Higher Education, Literature Reviews, Research Methodology, Research Reports, State of the Art Reviews

The journal articles reprinted in this publication were selected to aid scholars interested in doing research on the teaching of college economics or in learning about the results of such research. The preface points out that the readings are not intended to provide advice on how to teach economics better. With the exception of one, all of the articles have been previously published in scholarly journals and subjected to their review procedures. The 28 articles are organized into four main sections: surveys of the literature, critiques of research methodology, foundations of research, and research reports. Some examples of the types of articles included are: Male-Female Differences in Economic Education: A Survey; Student Performance and Changes in Learning Technology in Required Courses; The Efficiency of Programmed Learning in Teaching Economics; The Lasting Effects of Introductory Economics Courses; Teacher Effectiveness and Student Performance; Student-to-Student Tutoring in Economics; and Test Information. (RM)

Klassen, Frank H. Leavitt, Howard B.

Teacher Education and Global Perspectives. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Feb 82
Contract-400-78-0017
Note-50p.
Available from-ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($3.50).
Pub Type- Information Analyses - ERIC Information Analysis Proaucts (071) - Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Change, *Cultural Awareness, Cultural Differences, *Curriculum Development, Educational Improvement, *Global Approach, Higher Education, *International Education, International Educational Exchange, Social Change, *Teacher Education, Teacher Education Curriculum, Teacher Educators, World Problems

This document seeks to help deans and faculties of colleges and schools of education in the United States develop a global perspective for teacher education. The report explains the urgent need for a global approach to both the general and professional components of teacher education teaching and learning methods as well as clinical and practical training. The first section, ``Global Realities,'' describes a frame of reference for global education, suggesting that rapidly changing relationships between countries, institutions, and people have created new global realities. In the second section, ``The Rationale for Global Education,'' the case for introducing global education into programs for preparing teachers is presented. This rests upon the certainty of change and the need to redress deficiencies. Recommendations on global education are cited from statements by the National Council for Accreditation of Teacher Education and the American Association of Colleges for Teacher Education. The third section, ``A Global Dimension for Teacher Education,'' describes the incorporation of a global perspective into teacher education from the standpoint of institutions, curricula, faculty, facilities, and resources. The final section presents suggested resources for help in developing a globally oriented program of teacher education. (JD)

ED 216 994 SP 020 090

Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.

Spons Agency-National Recreation and Park Association, Arlington, Va.; Oklahoma State Dept. of Tourism and Recreation, Oklahoma City.

Pub Date-82

Note-149p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Community Resources, *Conservation (Environment), *Environmental Standards, Landscaping, *Land Use, *Natural Resources, Outdoor Education, Park Design, Public Relations, *Recreational Facilities, *Recreational Programs, Recreation Finances, Recreationists, Recreation Legislation, Trails, Turf Management

Identifiers-*Southwest Park and Recreation Training Institute

The professional responsibilities of administrators of parks and recreational facilities were emphasized in the keynote address to the twenty-seventh annual conference of the Southwest Park and Recreation Training Institute. The institute was founded with the objectives of fostering the gathering and dissemination of information with reference to parks and recreation facilities, grounds, programs, and goals. Participants in the conference represented recreational organizations in the Southwestern states, and the discussions focused, for the most part, on problems and challenges in that geographical area. The opening address stressed the importance of conservation, preservation, and management of natural resources and the development of recreational programs and facilities that respond to the needs of the general public. The second speech to the conference offered insights into the current economic situation in the country and its implications for public recreational activities. Brief summaries are given of the twenty-five workshops held at the conference. (JD)

ED 216 995 SP 020 099

Tanner, Laurel N., Ed.

Papers of the Society for the Study of Curriculum History.

Pub Date-81

Note-71p.; Papers presented at the Annual Meetings of the Society for the Study of Curriculum History (1st, Toronto, Ontario, Canada, March 27, 1978, and 2nd, San Francisco, CA, April 8-9, 1979).

Available from-Professor Murry R. Nelson, College of Education, The Pennsylvania State University, University Park, PA 16802.

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, Curriculum Evaluation, *Curriculum Research, *Educational Change, *Educational History, Educational Innovation, *Educational Practices, Educational Strategies, Educational Theories, Higher Education, Police Action, *Relevance (Education), Teacher Educators, Teaching Methods, Teaching Skills

Identifiers-Counts (George S), *Curriculum Theories, Dewey (John), Federal Bureau of Investigation, Rugg (Harold Ordwell)

The 13 papers that comprise this collection were, with certain exceptions, presented at the first and second annual meetings of the Society for the Study of Curriculum History. Papers by the society's members, who attempt to achieve more disciplined inquiry into the history of curriculum, include: (1) What We Can Learn from Our Experiences with the Deweyan Tradition'' (Arthur G. Wirth); (2) Conceptualizing Method: A History'' (Mary Louise Seguel); (3) Educational Control for Crazy-Making: Notes Toward an Alternative'' (Arthur G. Wirth); (4) FBI Surveillance of Three Progressive Educators: Curricular Aspects'' (Murry R. Nelson and H. Wells Singleton); (5) The Progressive Malaise of Revisionist Historians As Seen by a Progressive'' (R. Freeman Butts); (6) The Revisionist Historians and Educational Practice'' (Hollis L. Caswell); (7) The Revisionist Historians and Educational Theory'' (J. Paul Leonard); (8) Progressives and Revisionist History'' (Paul C. Violas); (9) Curriculum History: Flight to the Sidelines or Source of New Vitality?'' (R. V. Bullough, Jr.); (10) Conceptions of Curriculum History'' (J. Stephen Hazlett); (11) An Elusive Quarry: On the Trail of Curriculum History'' (O. L. Davis, Jr. and George L. Mehaffy); (12) Research into the Curriculum, 1918-1938: Highlights of the Work of the First Generation'' (Kate Strickland); and (13) Richmond and Berkeley: Paradigms for Curriculum Innovation at the Turn of the Century'' (Murry R. Nelson and H. Wells Singleton). An introduction by the papers' editor, Laurel N. Tanner, gives brief overviews of the Society for the Study of Curriculum History and of the papers contained in this document. (CJ)

ED 216 996 SP 020 132

Prentis, Catherine, Ed.

Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Dec 81

Note-106p.; For related documents, see SP 020 133-137.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Change Agents, *Change Strategies, *Classroom Techniques, Competency Based Education, Educational Improvement, Educational Objectives, Educational Research, Elementary Secondary Education, Mastery Learning, *Professional Development, *Program Improvement, *Research Utilization, Schools of Education, State Departments of Education, Teacher Education, Teacher Improvement

The program of the 1981 Appalachia Educational Laboratory Forum was based on the theme of improving schools and using research and development. The first section of this report contains summaries of presentations made at the forum. In the first presentation, a discussion is given on outcome-based education, the merits and drawbacks of mastery learning, and the broad goals of education. Classroom management and school effectiveness in the 1980's was the topic of the second presentation. The third presentation offered a proposal for a six year preservice teacher education program. The relationship between state departments of education, school districts, and colleges of education was the topic of the fourth presentation. The final presentation discussed the fundamental questions to be considered in implementing research and development findings in school improvement programs. In the second section of the report, brief descriptions are given of programs in the states participating in the forum. Two papers are appended to the report: Outcome-Based Instructional Systems'', and Is Creating an Outcome-Based Program Worth the Extra Effort? A Superintendent's Perspective.'' (JD)

ED 216 997 SP 020 133

Spady, William G.

School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective.

Pub Date-Dec 81

Note-10p.; Paper presented at the Regional Forum Improving Basic Skills Using Research and Development'' of the Appalachia Educational Laboratory (Charleston, WV, November 12-13, 1981).

Available from-Not available separately; see SP 020 132.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Academic Standards, Classroom Techniques, *Competency Based Education, Credits, *Curriculum Design, *Educational Objectives, Elementary Secondary Education, *Mastery Learning, *Minimum Competencies, Minimum Competency Testing, Organizational Change, Outcomes of Education, *School Effectiveness, Time Factors (Learning)

Identifiers-*Outcome Based Education

The instructional delivery system of traditional school practice consists of fixed time, single opportunities for learning a vague-referenced, variable, and private curriculum. While a minimum competency testing program ensures that academic standards are criterion-referenced, fixed, and public, the time allotted for learning may still be fixed. Success and advancement are reserved for those who can meet whatever standards are set, within the predetermined amount of time allotted, on their first attempt. Outcome-Based Education offers clear and specific learning outcomes that give students sufficient time and opportunity to learn. Because content and delivery are the two fundamental elements that drive any instructional system, it is important to note that Outcome-Based Education has attempted to redefine these elements. This involves moving away from the current time- and role-based mode of instructional management. The goals for this system are built around what students are expected to be able to do. In the school setting, fundamental organizational problems are addressed by creating particular kinds of activities or functions. These functions are directed toward achieving cultural and achievement goals which will produce students who will fulfill universal expectations held by society for the school social responsibility, social integration, formal qualifications, and personal competence. If students are to reach the ultimate goals expected of them, they must be taught to see them clearly and to demonstrate mastery in the curriculum that will provide the means for reaching them. (JD)

ED 216 998 SP 020 134

Hobar, Nicholas

Classroom Management and School Effectiveness in the 80's.

Pub Date-Dec 81

Note-5p.; Paper presented at the Regional Forum Improving Basic Skills Using Research and Development'' of the Appalachia Educational Laboratory (Charleston, WV, November 12-13, 1981).

Available from-Not available separately; see SP 020 132.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Classroom Environment, *Classroom Techniques, Delivery Systems, Developmental Stages, Educational Research, Elementary Secondary Education, Futures (of Society), Policy Formation, Principals, Program Development, *Research Utilization, *School Effectiveness, Student Behavior, *Teacher Behavior, *Teacher Characteristics, Teacher Education, *Teacher Effectiveness, Teacher Evaluation, Teaching Methods, Time on Task

Examples are cited of educational research and development findings that have specific implications for improving classroom management and school effectiveness in a comprehensive educational program. Described is the West Virginia Department of Education's current use of research on brain growth as one basis for realigning the curriculum. Patterns that have been observed from concurrently analyzing the outcomes of brain growth research with the outcomes of teacher effectiveness studies are reported. To build upon research and development in teacher effectiveness, the West Virginia Department of Education has proposed a structured teaching model for consideration by colleges and school districts. Brief outlines are also given of research studies which have identified: (1) distinguishable teacher tasks; (2) teacher qualities that promote good classroom managers and instructors; (3) classroom climate variables that affect student achievement; and (4) the characteristics of effective school principals. (JD)

ED 216 999 SP 020 135

Monahan, William G.

Higher Education Perspective of Classroom Management and School Effectiveness.

Pub Date-Dec 81

Note-6p.; Paper presented at the Regional Forum Improving Basic Skills Using Research and Development'' of the Appalachia Educational Laboratory (Charleston, WV, November 12-13, 1981).

Available from-Not available separately; see SP 020 132.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Curriculum Development, *Educational Improvement, Educational Quality, Elementary Secondary Education, Futures (of Society), Higher Education, Internship Programs, *Preservice Teacher Education, *Program Design, *School Effectiveness, *Schools of Education, Teacher Effectiveness, *Teacher Improvement, Teacher Interns

Many activities are currently going on to improve the quality of teacher education, which ultimately will improve the quality of elementary secondary education. Studies on school effectiveness have led to programs encouraging collaboration and cooperation among educators, redefinition of educational policies, planning for declining enrollment, assessing the characteristics of effective schools, and a basic re-examination of educational processes and practices. A proposal for a six year preservice teacher education program would lead to a Teaching Doctorate.'' The teaching doctorate would involve three years of the liberal arts and sciences, and the fourth year would be concerned with coursework in methodology and human growth and development. Year five would be a full year internship, out in the public schools under the supervision of the best inservice teachers available. The sixth year would be a seminar year in which the students would be able to interact on an equal footing with university faculty to discuss problems that they have encountered in the field. By committing teacher training institutions to this sort of model, the proposition could be negated that the undergirding function of such institutions is research and inquiry. The undergirding commitment of a college of education should be toward practice. (JD)

ED 217 000 SP 020 136

Gabrys, Robert

Professional Development Perspective of Classroom Management and School Effectiveness.

Pub Date-Dec 81

Note-4p.; Paper presented at the Regional Forum Improving Basic Skills Using Research and Development'' of the Appalachia Educational Laboratory (Charleston, WV, November 12-13, 1981).

Available from-Not available separately; see SP 020 132.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, Government Role, *Government School Relationship, Higher Education, Inservice Teacher Education, Outcomes of Education, Professional Development, Program Improvement, *School Districts, Schools of Education, *State Departments of Education, *State Standards, Teacher Certification, *Teacher Education, Teacher Effectiveness

In addressing three aspects of teacher education initial preparation, continuing education, and certification state departments of education must be outcome-oriented and leave teacher education institutions and school districts free to explore alternate delivery systems. The state's involvement in initial preparation of teachers should be to ensure that attention is given to basic skills, general studies, content specialization, and professional education. State departments of education need to view educational personnel development as a continuum. At one end is the initial preparation; the outcome from that should be a clear-cut delineation of what the professional can do. The preparation outcome should flow into the beginning teacher's practices, and beginning teacher practices should flow into the experienced teacher's profile. There is a need to establish realistic expectations of colleges and to communicate them to the school districts so that the resulting professional profile will allow the individual to grow as a professional. State education agencies, higher education, and school districts must each recognize the expertise and individuality of the other. Within the profession, there are roles for each of these constituencies. (JD)

ED 217 001 SP 020 137

Louis, Karen Seashore

Implementing Research and Development in Schools: State-of-the-Art.

Pub Date-Dec 81

Note-6p.; Paper presented at the Regional Forum Improving Basic Skills Using Research and Development'' of the Appalachia Educational Laboratory (Charleston, WV, November 12-12, 1981).

Available from-Not available separately; see SP 020 132.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Change Strategies, Educational Change, Educational Environment, Educational Improvement, Elementary Secondary Education, *Financial Support, Institutional Characteristics, Organizational Objectives, *Program Development, *Program Implementation, *Research Utilization, Resource Allocation

In discussing the improvement of schools by using research and development findings, two different outcomes of a change program are considered. One is the effective implementation of new programs through use of available knowledge. The second is the broader issue of achieving school improvement through making the organization more healthy, the school a more pleasant environment in which to learn, and the patterns of leadership more effective. Three fundamental decisions to be made in implementing any change program, whether it is locally designed or imported from the outside, are examined: (1) Can the district or school design its own program or will it elect to adopt one from an outside source? (2) Will funding be from local or external sources, how much outside expertise is needed, and can local personnel administer the program? and (3) What should local personnel do to implement the program? (JD)

ED 217 002 SP 020 157

Henschen, Keith P. And Others

Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes.

Pub Date-Apr 82
Note-10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 22-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Need, Androgyny, *Athletes, *Females, High Schools, *High School Students, Sex Differences, *Sex Role, Student Characteristics, Track and Field
Identifiers-Sport Psychology

The relationship between level of achievement motivation and sex role orientation was measured in 67 female high school track and field athletes and in 67 female high school nonathletes. The hypothesis for the study was that there would be no significant difference between athletes and nonathletes on measures of achievement motivation, masculine sex role traits, sex role androgyny, and feminine sex role traits. Two standardized instruments were administered: the Bem Sex Role Inventory and the Mehrabian Scale of Achieving Tendency. After statistical analyses, the subjects' sex orientation was classified as masculine, feminine, androgynous, or undifferentiated. Further analyses showed that significant differences in motivation existed between athletes and nonathletes and that achievement motivation was the only discriminating factor between athletes and nonathletes. High levels of achievement motivation were related to masculine and androgynous sex role orientation. The undifferentiated classification was significantly lower in achievement motivation than in any other sex role classification. (FG)

ED 217 003 SP 020 158

Sutherland, Mary

The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.

Pub Date- 77
Note-24p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education, *Community Health Services, Community Information Services, Education Work Relationship, *Health Education, *Health Personnel, Higher Education, Knowledge Level, *Minimum Competencies, Public Health, Student Needs, Teacher Qualifications, Teaching Skills
Identifiers-Maine

The importance of specific competencies and knowledge areas needed by bachelor level community health educators was examined through a survey of 67 practicing health educators in Maine who were members of public health educator associations. Respondents ranked 99 competencies in order of their perceived importance to professional practice. Results showed that process skills ranked higher in importance than cognitive health content. Behavioral concepts were rated higher in importance than liberal studies areas, and dealing with community groups was rated as most important. Lowest ranking competencies included foreign languages and environmental and administrative tasks. Work settings were a factor in determining the importance of required skills and role functions. Implications for professional preparation programs can be drawn from these findings, since they indicate the competencies required in different work environments. Tables are appended which show the highest and lowest ranking competencies, and the higher ranking competencies by work setting. (FG)

ED 217 004 SP 020 169

Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981).

New York State Education Dept., Albany. Cultural Education Center.

Pub Date-Nov 81

Note-54p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Certification, Clinical Experience, *Educational Responsibility, Ethics, Federal Regulation, Government Role, Higher Education, *Professional Education, *Professional Recognition, *Quality Control, *State Licensing Boards, State Standards, Test Construction, Test Interpretation

This report contains the principle addresses on the conference topics of the relationships between education for the professions and practice, and between professional examinations and practice. Remarks of commentators about the addresses are also included. In the first speech, essential components of professional education are discussed. The characteristics of the professional in any field are described. It is pointed out that the state's proper concern in accrediting, licensing, or certifying should be directed toward that part of the professional curriculum which prepares students for a long-term professional career. The relationship of credentialing examinations to professional practice was the topic of the second speech; discussed were the difficulties of developing completely equitable licensing examinations. It was pointed out that, in statutory credentialing (the responsibility of the state regulatory agency), the credential is intended to signify to the public that the state considers the practitioner to be safe to practice. In discussing professional regulation in an age of deregulation, the third speaker says: The state's concern, either through public or private agencies, must continue to be to assure the public that individuals permitted to practice a profession possess the skills, knowledge, and abilities necessary to safely practice that profession at entry level.'' (JD)

Healey, William A. Hartley, Joseph W.

Twelve Great Basketball Offenses.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
Pub Date-82
Note-306p.
Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (Stock Number: 245-27032; $10.95).
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Athletes, Athletic Coaches, *Basketball, Competition
Identifiers-*Basketball Offense

Features and merits of twelve offensive basketball patterns are presented in this volume. Plays described are: (1) single pivot-post offense; (2) double pivot-post offense; (3) weak-side cutter series (reverse action offense); (4) 1-3-1 offense (hi-lo offense); (5) Illinois continuity offense; (6) rotation offense; (7) shuffle offense; (8) pick and roll offense; (9) fast break; (10) zone offense; (11) deep screen motion offense; and (12) triangle-4 offense. A summary of the origin and development of each play is given, followed by a discussion of basic moves, patterns, and details of step-by-step and phase movements. Diagrams illustrate options and variations discussed in the text. (FG)

ED 217 006 SP 020 179

Schempp, Paul G. Cheffers, John T. F.

Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept.

Pub Date-82

Note-10p.; Print marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creative Development, *Decision Making, Discovery Learning, Elementary Education, *Elementary School Students, Gymnastics, Locus of Control, Movement Education, *Physical Education, *Psychomotor Skills, Self Concept, *Student Attitudes, Teaching Methods

This study investigated the influence of two different instructional approaches on 298 elementary school students. Two four-week units were taught, the first on movement education and fundamental movement skills, and the second on gymnastics. Two treatment groups were randomly selected, and classes were conducted by six experienced teachers who had been trained in the two teaching styles. In the teacher decision-making group, all decisions relevant to planning, execution, and evaluation of students' performance were made by teacher. In the shared decision group, the students could choose the task to be performed and its level and duration, and could use instructional wall charts or solicit the teacher's assistance. A control group received no physical education. Analyses were made of student attitudes, creativity, motor skills, and self concept. Based on the findings, it is concluded that: (1) Grade level determined the effects of sharing decisions; (2) Any physical education program, regardless of decision making dominance, was better than no program; and (3) Encouraging children to participate in meaningful decision making will increase positive attitudes toward human movement, enhance creative thinking and self concept, and improve motor skills. (FG)

ED 217 007 SP 020 181

Brynteson, Paul And Others
Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
Pub Date- 80
Note-14p
Pub Typ[illegible]eports - Descriptive (141) - Reports - Research (143)

EDRS Pr[illegible] - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Attitude Change, *Behavior Change, Classroom Techniques, Course Organization, Health Education, Higher Education, *Intermode Differences, Physical Education, *Physical Fitness, *Student Attitudes, Teaching Methods

The purpose of this study was to determine if fitness, knowledge about health related fitness, and attitudes toward health related fitness could be improved as a result of a one-semester college health fitness course. A second purpose was to compare which of four methods of instruction would result in the greatest improvements in health related knowledge, fitness, and attitudes. The subjects were 147 students enrolled in four sections of a required health fitness course. All four sections used the same text, followed the same exercise laboratory procedures, and had the same course requirements. The only difference among the four groups was the methodology of presenting the cognitive material. Class 1 was given a lecture on the assigned chapter, followed by class discussion of key concepts with a question and answer session. Class 2 viewed a video cassette of a taped lecture on the assigned chapter. Class discussion lead by an instructor followed the viewing. The third class had the option of viewing the same taped lecture on their own time, but classroom time was spent in discussing the key concepts of the chapter and in answering questions on the material. Class 4 read the assigned chapter in the text outside of class and was given a study guide to follow. Classroom time with the instructor was spent in discussion and a question and answer session. All students were pretested on knowledge, fitness, and attitude. After fifteen weeks of treatment the tests were repeated. In regard to the first purpose of the study, the results revealed that statistically significant improvements occurred, especially amomg females. No significant difference was found in the results between the four methodologies of teaching used. (JD)

ED 217 008 SP 020 182

Wendt, Janice

Professional Preparation: A Process of Discovery.

Pub Date-82

Note-17p.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, Higher Education, Individual Development, *Interpersonal Competence, Maturity (Individuals), *Preservice Teacher Education, Professional Development, Self Concept, Student Teachers, *Student Teaching, *Teacher Education Programs, *Teacher Qualifications, Teaching Conditions, *Teaching Experience, Teaching Skills

Self awareness is a key element in the effectiveness of teacher performance. To a large extent, however, individual psychology and the growth process have been neglected in the preparation of teachers. Four guidelines can aid prospective teachers to gain strengths they will need in the classroom. The first is increasing student teachers' autonomy in the field, thereby providing the impetus for self direction, decision making skills, and development of responsibility. The second guideline promotes giving prospective teachers insights into the reality of the profession, including its legal implications, how to handle a crisis, and self help techniques. Increasing teachers' emotional and social competence is recommmended as the third guideline, which incorporates encounter group training and exposure to stressful situations while in laboratory conditions. The last guideline calls for increasing awareness and openness to experience through training in behavior therapy skills. (FG)

ED 217 009 SP 020 185

Hale, James R. Spanjer, R. Allan

Systematic and Objective Analysis of Instruction. Training Manual.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-72

Note-273p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Classroom Techniques, Elementary School Teachers, Elementary Secondary Education, Group Instruction, *Inservice Teacher Education, Interpersonal Competence, Preservice Teacher Education, Secondary School Teachers, Self Evaluation (Individuals), *Student Teacher Relationship, *Teacher Behavior, *Teacher Role, Teacher Workshops

The goal of this training manual is to improve teaching behavior through self analysis and through self-directed behavior. Designed for use by an experienced instructor, this manual combines theories of interpersonal relations, supervisory systems, and teaching stategies in a 47-step, four-week course for either inservice or preservice teachers. Procedures and content for each of the 47 steps is outlined, beginning with a program orientation and ending with a performance evaluation by group members. Instruction consists of lecture, seminar, and practicum activities, which are provided in the manual. Lecture and seminar topics are followed up by observed practicum experience in a laboratory setting. A bibliography of 14 items is listed for the trainers. (FG)

ED 217 010 SP 020 192

Newman, Carol And Others

Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.; Far West Lab. for Educational Research and Development, San Francisco, Calif.; North Carolina Univ., Chapel Hill.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-78p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Delivery Systems, Educational Cooperation, Elementary Secondary Education, Inservice Teacher Education, *Linking Agents, Participant Satisfaction, *Program Effectiveness, Program Evaluation, *Role Perception, School Districts, Staff Development, *Teacher Centers, Use Studies

The Charlotte-Mecklenburg (North Carolina) school system has a locally funded teacher center, the Teaching Learning Center (TLC), and school-based advisors called Coordinating Teachers (CTs), who provide nonevaluative instructional and curriculum support to teachers. The possibility of linking the TLC and CTs more closely to provide increased support for teachers was investigated by a research team from the University of North Carolina and school practitioners. An in-depth study of the functions and activities of the TLC was conducted through surveys and interviews with CTs as well as through TLC usage reports. Seven research questions determined: (1) how CTs used the TLC to support their work; (2) to what extent the CTs' patterns of use of the TLC was affected by or affected the patterns of use by the teachers they served; (3) how much knowledge CTs had regarding resources and programs available from the TLC; (4) how CTs' perceptions of support systems available to them affected their patterns of use of the TLC; (5) how CTs' perceptions of their own roles in the local school affected the ways in which they used TLC resources; (6) how CTs' use of the TLC affected their assessments of the center; and (7) how the data collected by the previous questions may be used to enable the TLC to provide more effective support for CTs. Responses to these questions are presented in tabular form accompanied by narrative discussions. The implications of the study's findings for teacher centers and school advisors are discussed. (JD)

ED 217 011 SP 020 198

Hockman, Elaine M.

The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.

Wayne State Univ., Detroit, MI. Detroit Center for Professional Growth and Development.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 81

Note-68p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Change, *Administrative Organization, Elementary Secondary Education, *Governing Boards, Inservice Teacher Education, *Organizational Effectiveness, Policy Formation, Power Structure, Teacher Administrator Relationship, *Teacher Centers, *Teacher Participation

Board functions, participation, activities, and program outcomes of the Detroit Center for Professional Growth and Development were studied to determine the effects of a change in board membership on the functioning of the center. From 1975 to September 1979, the center's governing board had been composed of key officials, several whom were teachers, of five educational organizations. In October 1979, membership was expanded to include six more teachers in response to federal and state teacher center legislation requiring a teacher majority on such boards. Trend analyses were conducted over a five-year period through examination of documents from board meetings and objective measures of program planning and outcomes for three center components: (1) Field Consultant Service; (2) the Mathematics Education Resource Center; and (3) the Reading Resource Center. Characteristics of the five-member governing board during the first four years differed from those of the 11-member policy board in the fifth year. Fewer board meetings were held, and agendas were less complex in the fifth year. Financial issues remained a major concern for board consideration, although obtaining release time for teachers became a recurring issue in the fifth year. For all five years, teachers were the major participants in motion formulation, and there was very little controversy among board members on the issues. Program decisions continued to be made by the staff of the center, as the board remained primarily concerned with funding aspects of the center's activities. (FG)

ED 217 012 SP 020 221

Reisman, Fredricka K. Powell, Jack V.

Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going.

Pub Date-Mar 82
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, Competency Based Teacher Education, Educational Assessment, Elementary School Teachers, Higher Education, *Preservice Teacher Education, *Program Evaluation, *Schools of Education, State Programs, Teacher Certification, *Teacher Education Programs, *Teacher Evaluation, Teacher Qualifications, Testing

Programs
Identifiers-Diagnostic Teaching Cycle, University of Georgia

Several projects at the University of Georgia's College of Education provide information for program planning and design. The Diagnostic Teaching Cycle (DTC), which is being used to evaluate the undergraduate program of the Division of Elementary Education, has five components: identify, hypothesize, formulate goals and objectives, instruct and remediate, and provide formative and summative evaluation. Use of DTC determined program strengths and weaknesses for students, division faculty, department faculty, resources, and public school cooperation. In addition to the DTC evaluation, the university has a contract with the Georgia State Department of Education to develop performance-based teacher assessment instruments for beginning teachers. These instruments, called Teacher Performance Assessment Instruments, measure: (1) teaching plans and materials; (2) classroom procedures; (3) interpersonal skills; (4) professional standards; and (5) student perceptions. The first three tests are required for certification renewal, and all are administered at 17 regional assessment centers. A computer-based application of the Teacher Performance Assessment Instruments is being planned to provide preservice teachers with diagnostic profiles of strengths and weaknesses in academic content, pedagogy, and curriculum. This formative evaluation will also be used to refine and improve the undergraduate program. (FG)

Yarger, Gwen P. Broadbent, Frank

Teacher as Change Agent.

Pub Date-Mar 82
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Agents, Classroom Techniques, Elementary Secondary Education, Followup Studies, Inservice Teacher Education, *Program Effectiveness, Self Evaluation (Individuals), *Summer Programs, *Teacher Attitudes, Teacher Centers, *Teacher Education Programs, Teacher Improvement, *Teacher Role, Transfer of Training
Identifiers-*Summer School in Action

Program evaluations obtained from teachers who participated in Summer School in Action (SSIA), an inservice teacher training program in Syracuse, New York, are analyzed in this report. The program was designed to help teachers discover methods and materials best suited for their teaching activities. The evaluation focused on determining participants' perceptions of the effects of SSIA on their teaching practices and on the teachers' role as change agent in their schools. Teachers responded to questionnaires on the last day of the program and to a similar follow-up questionnaire six months later. Interviews and classroom observations were also conducted with the ten randomly selected participants. The majority of responses indicated that there was a successful transfer of training from the SSIA program to the classroom. Data show that the teachers felt strongly about sharing skills learned in the program and that they were continuing to use SSIA materials six months after the program ended. (FG)

ED 217 014 SP 020 227

Harrington, Wilma M.

What Do We Know About What We Do: Equity and Curriculum Research.

Pub Date-Apr 82
Note-8p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 22-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Rights Legislation, *Curriculum Development, *Curriculum Research, Educational Legislation, *Educational Research, Elementary Secondary Education, *Equal Education, Federal Programs, Individualized Education Programs, Multicultural Education, Physical Disabilities, *Physical Education, *Program Effectiveness, Sex Stereotypes

The enactment of educational equity legislation, such as the Women's Equity Act of 1974 and the Education for all Children Act of 1974 (Public Law 94-142), has resulted in increased funding for education program development, but little hard data has been collected to prove program effectiveness. A review of research literature indicates that not enough research is being done on issues surrounding equity for minorities, curriculum questions in physical education, and sex role stereotyping in physical education. Many programs have a short term inservice workshop format that produces a narrow data base and does not allow for the examination of significant differences or long term change. Three widely used federally funded programs can be cited that have collected data to support their claims in effective pupil behavior change. The first is Every Child a Winner, an individualized movement education program for rural schools that began in 1970 as Project Hope. The second program, Physical Opportunity Program for Exceptional Learners (PEOPEL), is for junior and high school students with special needs and uses peer tutors and task analysis to achieve gains in fitness and attitude change. Both programs are disseminated through the National Diffusion Network. In Project ACTIVE (All Children Totally Involved Via Equity), sex equity in elementary physical education is addressed through specific attention to sex role stereotyping in physical activities. Future programs should connect curricular theory to planning, implementing, and evaluating objectives and should be accessible to the public. (FG)

ED 217 015 SP 020 228

Buffie, Edward G.

1981 Graduates of the Block Program. A Follow-up Study.

Pub Date-Apr 82
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Graduates, Graduate Surveys, Higher Education, *Preservice Teacher Education, Program Effectiveness, *Teacher Education Programs, *Teacher Employment, Vocational Followup
Identifiers-*Block Program (Indiana University)

A questionnaire was sent to 97 Indiana University School of Education students who had participated in the Block Program during 1980 to 1982 to ascertain their employment situations. The Block Program option, for junior or senior year students, is characterized by: (1) team instruction and program flexibility; (2) articulated study in program areas; (3) articulated collegiate and field experiences; and (4) extensive evaluation during the program. The primary focus of the study was on graduates who were seeking teaching positions. One limitation was that not all the participants had graduated in the expected four years; twenty-four percent of the graduates took over four years to complete their degree, compared to ten percent of the graduates in previous years. The percentage of qualified graduates who did not look for teaching positions was 31, also a high figure compared to previous years. Of the 46 graduates who were seeking fulltime teaching positions, 83 percent were successful. Another 13 percent found other fulltime jobs. A new teacher education program has been designed for the school of education, incorporating many of the features of the Block Program. (FG)

ED 217 016 SP 020 230

Dasho, Stefan J.

Responding to Teachers' Concerns with Qualitative Inquiry.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 82
Contract-OB-NIE-G-78-0203
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Research, *Classroom Techniques, Elementary Education, *Elementary School Teachers, Ethnography, Inservice Teacher Education, Magnet Schools, *Multicultural Education, *Racial Integration, Student Attitudes, Student Characteristics, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, Voluntary Desegregation

Five ethnographic researchers worked with five elementary school teachers to develop individualized research topics related to teaching in multiethnic classrooms. The teachers were familiar with the ethnographers, having participated in previous naturalistic studies in their newly desegregated schools. Subjects included two teachers from a predominantly white back to basics'' magnet school and three teachers in an extended learning program for gifted students at a school with 80 percent minority students. Ethnographers and teachers used research results obtained from previous studies to choose useful research topics: (1) differences in student responses to teacher's praise and reward behaviors according to ethnic identity; (2) underlying social and ethnic issues based on students' ethnic self-identification, self-expressed play choices, and bilingualism; (3) behavioral problems of three disruptive students; (4) student attitudes toward cooperative learning, peer relations, play choices, and perceived leaders; and (5) improvement of class management through new disciplinary procedures. The students ethnic backgrounds were white, Hispanic, black, and Vietnamese. No attempt was made to generalize findings from one classroom to another, since the purpose of the study was to create an individualized partnership, between the observer and the observed, that can provide useful inservice training and evaluation. (FG)

ED 217 017 SP 020 231

Lang, Darrel
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
Pub Date-80
Note-68p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Anxiety, Exercise Physiology, *Feedback, Grade 8, Junior High Schools, *Motor Reactions, *Relaxation Training, Stress Variables
Identifiers-Biofeedback, *Electromyography, *Muscular Tension, Stress Management

The effectiveness of electromyographic (EMG) biofeedback/relaxation training on the stress management and anxiety levels of 18 eighth-grade students was tested. Chapter I serves as an introduction and presents information on the need for the study, hypotheses, limitations, and definition of terms. Chapter II contains a review of related literature.

The third chapter describes the research methods used. Pre- and post-test instruments were a stress management inventory and the State-Trait Inventory to measure stress and anxiety, and Cyborg BL 900 and EMG J33 instruments measured forehead muscle tension. Experimental group students participated in four 50-minute EMG training sessions in which they were taught muscle relaxation exercises through instrumentation that detects and immediately feeds back continuous electronic signals representing changes in muscle tension. The control group was given the same treatment time without EMG training. Chapters IV and V contain results and discussion, summary, conclusions, and recommendations. Results showed that, although stress management behavior was enhanced and anxiety level and muscle tension decreased, differences between the control and experimental groups were not statistically significant. Since research literature points to successful use of EMG training for decreasing muscle tension, it is recommended that future studies increase treatment sessions and relaxation exercises and redesign the test to accommodate a third control group and off-site practice sessions. Appendixes contain various materials used in or for the study. (FG)

ED 217 018 SP 020 235

Physical Education. A Program For All Seasons. Grades 7-12.

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.

Spons Agency-Idaho State Dept. of Health and Welfare, Boise. Div. of Consumer and Health Education.

Pub Date-Jan 82

Note-267p.

Available from-Idaho State Department of Education, Len B. Johnson Building, Boise, ID 83720 (Free while supply lasts).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adapted Physical Education, Athletic Equipment, *Athletics, Curriculum Development, Curriculum Evaluation, Human Posture, *Physical Activities, *Physical Education, *Physical Fitness, *Psychomotor Objectives, Secondary Education

Identifiers-Idaho, *Program Objectives

This curriculum guide provides the basis for planning physical education programs for seventh through twelfth grade students in Idaho. Included are: (1) philosophy, goals and objectives, and guiding principles; (2) introduction to junior and high school student characteristics with implications for physical education program design; (3) a 135-item self-appraisal checklist for program evaluation adapted from a checklist prepared by the Ohio State Department of Education; (4) posture evaluation techniques; (5) time allotments for a variety of physical education program activities; (6) performance objectives for

selected sports; (7) a scope and sequence chart for an optimal physical education program; (8) suggested instructional outlines for aquatics, archery, basketball, bowling, gymnastics, cycling, fencing, field hockey, flag football, dancing, fitness and conditioning, golf, handball, jogging, self defense, softball, skiing, soccer, tennis, track and field, wrestling, and volleyball; and (9) adapted physical education provisions. Appendices contain court and equipment diagrams, a parent information letter, physician medical form, accident report form, and tournament designs. An equipment checklist, guidelines for trampoline safety, and a bibliography are included. (FG)

ED 217 019 SP 020 245

Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-82

Note-105p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Assessment, *Educational Trends, Education Majors, *Futures (of Society), Higher Education, *Preservice Teacher Education, Schools of Education, Teacher Background, Teacher Certification, *Teacher Education Programs, Teacher Qualifications, Teacher Stereotypes, *Teacher Supply and Demand, Teaching (Occupation)

This report contains prepared statements and discussion, made before the House Committee on Education and Labor Subcommittee on Postsecondary Education, on current problems and future developments in teacher education. Members of the Committee present at the hearing were representatives Simon (chairman), Weiss, Bailey, and Coleman. Witnesses before the committee were: (1) Sharon Porter Robinson of the National Education Association; (2) a panel, representing the American Association of Colleges for Teacher Education, composed of Dean Corrigan of Texas A & M University, Gwen Baker of Bank Street College, New York City, Mary Christian of Hampton Institute, Virginia, Judith Lanier of Michigan State University, and Nancy Quisenberry of Southern Illinois University; (3) Marva Collins, West Side Prep, Illinois; (4) Vincent Reed, Assistant Secretary of Education for Elementary and Secondary Education; (5) Milton Goldberg, Acting Director, National Institute of Education; (6) Thurmond Daniel, former teacher; and (7) a panel representing the American Federation of Teachers, composed of Myrna Cooper of the New York Teachers Center, New York City, Ronald Spruill of Baltimore Public Schools, and Paulette Bell of District of Columbia Public Schools. (FG)

ED 217 020 SP 020 246

Ayers, Jerry B.

Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.

Tennessee Technological Univ., Cookeville. Coll. of Education.

Pub Date-May 82

Note-125p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Beginning Teachers, Comparative Analysis, Graduate Surveys, Higher Education, *Longitudinal Studies, Outcomes of Education, *Preservice Teacher Education, Program Evaluation, Schools of Education, *Teacher Education Programs, Teacher Effectiveness, Teacher Employment, Vocational Followup

Identifiers-*Tennessee Technological University

This report contains the results of the ninth application of the Tennessee Technological University Teacher Evaluation Model and an overview of previous reports that have been conducted since 1973. Information on graduates of the teacher education program is used for curriculum evaluation and long range planning. In the first chapter, data collecting procedures are described. The second chapter contains analyses of selected data over an eight year period, including comparisons of bachelor's degree and master's degree level graduates. Chapter III presents and interprets data for the current year of the study (1981) and compares results to those of earlier years. Chapter IV consists of special studies that were completed or partially completed during 1981-1982. Chapter V provides a summary of the report, conclusions, recommendations, and tentative plans for revising the test model in the next year of the study. An appendix lists 62 reports and studies dealing with the teacher preparation programs at the university. (FG)

ED 217 021 SP 020 247

Willis, Joe D. And Others

The Relationship Between Competitive Motives and Ratings of Competitiveness.

Pub Date-82

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Athletes, *Athletic Coaches, Athletics, *College Students, *Competition, Failure, Goal Orientation, Higher Education, Individual Power, *Motivation, Performance Factors, Personality Traits, Physical Fitness, *Predictor Variables, Self Evaluation (Individuals), Sex Differences, Skill Development, Student Evaluation

Identifiers-Sports Attitudes Inventory

The purpose of this study was to determine if power, fear of failure, and achievement motive scores could predict athletes' self ratings and coaches' ratings of athletes' competitiveness. Subjects were 33 male and 10 female members of volleyball, basketball, track and field, and cross country university athletic teams. Athletes answered Form B of the Sports Attitudes Inventory, a sport-specific instrument designed to measure three competition related motives. Subjects then rated themselves on competitiveness, and coaches' ratings of athletes' competitiveness were obtained. Results of a step wise regression analysis revealed that coaches' ratings of the athletes' skills were the most important predictors of the coaches' competitiveness ratings. Self-peer ratings of competitiveness and power motive scores were also important predictive variables. Results confirmed earlier findings with female high schol athletes with respect to the relationship between coaches' perceptions of competitiveness and skill. Power was found to be the best of the three motives in predicting coaches' ratings of competitiveness, and fear was found to be the next most frequent motive. (Authors/FG)

ED 217 022 SP 020 250

LaConte, Ronald T.

Homework as a Learning Experience. What Research Says to the Teacher.

National Education Association, Washington, D.C.

Report No.-ISBN-0-8106-1036-1

Pub Date-81

Note-33p.

Available from-NEA Professional Library, P. O. Box 509, West Haven, CT 06516 (Stock No. 1036-1-10, $1.50).

Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Assignments, *Educational Television, Elementary Secondary Education, *Home Study, *Homework, Parent Attitudes, Parent Teacher Cooperation, Student Attitudes, Student Teacher Relationship, *Teaching Methods

Three types of homework assignments are commmon in schools in the United States: practice, preparation, and extension. To be effective, practice exercises must be highly individualized and based on the progress of each student. Preparation normally refers to reading assignments given prior to class meetings. Homework of this sort should be carefully assigned to ensure that the student receives a clear idea of the assignment's purpose. Extension homework attempts to take the student beyond the work done in class. Research into the effectiveness of homework in improving academic achievement is inconclusive. The role of homework as a link between home and school is vital, and assignments can serve as a means of providing a bond of common effort between parent, child, and teacher. Inappropriate or badly explained assignments, however, can just as readily serve as a source of antagonism between parent, teacher, and child. The emergence of cable television, home computers, videotape and videodiscs, and information utilities is changing the role and format of home study, and, for the teacher interested in the question of homework, the primary significance of these trends lies not in their suggestions for present homework practices but rather their implications for future practices. A list is provided in this pamphlet of basic guidelines and principles that can help the classroom teacher arrive at a feasible homework policy. (JD)

Williams, Kathleen Turpin, Betty Ann M.

Age Differences in Short Term Memory: Retention of Location and Distance Cues.

Pub Date-82
Note-15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 22-27, 1982). Prepared in the Motor Development and Child Study Center, University of Wisconsin - Madison.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Age Differences, Children, Cues, Elementary Education, Figural Aftereffects, *Kinesthetic Perception, *Object Manipulation, Perception Tests, *Psychomotor Skills, Retention (Psychology), *Short Term Memory

The purpose of this study was to explore how children use location and distance cues to reproduce movements as compared with adults. Subjects were three groups of children, aged 6, 8, and 10, and one group of adults. A linear slide was used by the blindfolded subjects to indicate one of two experimenter-defined stops. Distance and location were tested on separate days. All subjects reproduced locations more accurately than distances, and adults were more accurate than children. Children seemed to use location information to reproduce movements, even when instructed to use distances. It was unexpected that no strong retention interval effect emerged. Subjects may have been cued inadvertantly to rehearse, resulting in performances that did not deteriorate following a retention interval. (Authors/FG)

ED 217 024 SP 020 258

Allen, Roger J.

Evaluation of Stress Management Education: The University of Maryland Model.

Pub Date- 80

Note-15p.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, *Biomedicine, College Students, *Desensitization, Health Education, Health Needs, *Health Programs, Higher Education, *Locus of Control, Psychological Patterns, Psychophysiology, *Relaxation Training, *Stress Variables

Identifiers-*Stress Management

This study evaluated the efficacy of the undergraduate service program Controlling Stress & Tension'' at the University of Maryland in terms of improving the health status of participants across biomedical stress reactivity and psychometric variables. Six hundred fifty-three participants were compared to 264 control subjects for pre- to post-program changes across the four psychophysiological stress response variables of frontalis EMG, pulse rate, pulse amplitude, and skin potential response as well as three psychometric variables including Type A/B behavior, locus of control, and manifest anxiety. Post-test analysis revealed that program participants displayed significantly lower measured stress activity for frontalis muscle tension, pulse amplitude, and skin potential response compared to control subjects. Psychometric changes included significantly reduced manifest anxiety and a significant locus of control shift to internality in program participants compared to controls. The results indicate that, in relation to several measures of biological integrity and mental well-being, the program under investigation was producing a significant, beneficial impact on human health via the precursors to psychosomatic disease. (Author/JD)

ED 217 025 SP 020 259

Ashby, Alan A.

A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information.

Pub Date-Apr 82

Note-15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 22-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Children, Cues, Elementary Education, *Kinesthetic Perception, *Object Manipulation, Perception Tests, *Psychomotor Skills, Recall (Psychology), Retention (Psychology), *Short Term Memory

Age-related characteristics of children's short-term retention of kinesthetic movement information were examined in this study. Three age levels (6-, 8-, and 10-year old children) were tested for recall of preselected location movements on a linear slide apparatus. Immediate and delayed recall were used in 16 trials. The results indicate that 6-year old children are less capable of efficient encoding of kinesthetic cues than are 8- and 10-year old children. In the delayed recall tests, 6- and 8-year old children showed a significant increase in response error and variability, while 10-year olds exhibited no change in recall performance. This indicates that 10-year old children are capable of spontaneous undirected memory rehearsal of kinesthetic cues and that younger children may be deficient in central processing or rehearsal strategies for recall of kinesthetic position cues. (FG)

ED 217 026 SP 020 261

Sutherland, Mary Burkhead, E. Jane

The Application of Evaluation and Measurement Techniques in School Health Education.

Pub Date- 82

Note-10p.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Evaluation, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Health Education, Instructional Design, Student Characteristics, *Student Evaluation, Student Motivation, Student Teacher Relationship, Teaching Methods

Evaluation can be broadly defined as an organized review process for decision making involving the consideration of selected phenomena based on predetermined criteria. School health educators can use evaluation techniques to accomplish several goals. Evaluation and measurement of students' accomplishments assist in planning for student guidance. Selecting students for ability grouping or individualized instruction depends on evaluating the most effective learning method for each student. Other methods in which evaluation procedures can assist health educators are in maintaining individual and group standards through testing, motivating students, determining cognitive weaknesses, and in choosing the most effective teaching methods and facilities. Several evaluation techniques exist that can be used for effective evaluation, such as student feedback, comparison of teaching methods, unit review by peers or administrators, and reference materials. (FG)

ED 217 027 SP 020 262

Hite, Herb Walker, Paul R.

The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington.

Western Washington Univ., Bellingham.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date-May 82
Grant-G007803113
Note-14p.
Available from-Western Washington University Teacher Corps Project, 322 Miller Hall, Western Washington University, Bellingham, WA 98225 (Free).
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement, *Cooperative Programs, *Educational Cooperation, Elementary Secondary Education, *Inservice Teacher Education, Participant Satisfaction, *School Districts, *Schools of Education, Teacher Attitudes, Teacher Education Programs
Identifiers-Teacher Corps

Characteristics of a cooperative inservice teacher education program that has functioned for three years are discussed in this booklet. Part I supplies the rationale behind the planning of the Teacher Corps-funded program between Western Washington University and the Arlington Public School District (Washington), including problems reported in research literature and criticisms of inservice programs voiced by elementary and secondary school teachers and by professors of education. A description of the functions of the policy board and site-specific building advisory councils outlines responsibilities to the university, school district, and community. In Part II, results of interviews with program participants are summarized. Twelve areas were addressed in the interviews: (1) impact on school instruction; (2) impact on school climate; (3) impact on personal relations; (4) personal benefits to participants; (5) effects on visiting consultants and faculty interns; (6) benefits to building advisory councils; (7) responsiveness and efficiency of delivery system; (8) incentives for teachers; (9) citizen involvement; (10) problems experienced with the program; (11) potential benefits of the program; and (12) potential benefits of a planned professional development center. An appendix lists major characteristics of the program, including governing bodies, use of consultant services, university faculty internships, and citizen involvement. (FG)

ED 217 028 SP 020 264

A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.

North Dakota Univ., Grand Forks. Coll. of Education.

Pub Date-80

Note-147p.; Prepared by the Northern Plains Teacher Corps Project.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Classroom Techniques, Elementary Secondary Education, Enrichment Activities, *Improvement Programs, *Inservice Teacher Education, Interpersonal Competence, Self Evaluation (Individuals), *Student Needs, Student Teacher Relationship, *Teacher Effectiveness, *Teacher Improvement, *Teaching Skills

Identifiers-*Northern Plains Teacher Corps Project ND

The purpose of this manual is to identify teaching skills and their justification and objectives in a learning situation and to suggest a few of a wide selection of professional activities and services which meet these objectives and satisfy learner needs. The manual is designed for inservice teacher education activities or supervisory programs. Activities and objectives in 14 skill areas are suggested which are intended to meet learners' needs: (1) meaningful interpersonal interactions in a variety of environments and situations; (2) a supportive physical environment which includes appropriate use of space, time, and materials; (3) direction and security from the surrounding society and culture; (4) compelling, inspiring reasons to focus attention on the learning task; (5) sensory-motor health and a general sense of wellbeing; (6) developing intellectual aptitude and expanding intellectual capabilities; (7) a supportive, actualizing self-concept (8) perceptual clarity; (9) cognitive comprehension and understanding; (10) utilizing past experiences and previous trials and errors; (11) being a productive and an active individual; (12) recognition and rewards; (13) feedback and monitoring performance results; and (14) expressing creativity and finding solutions to problems. A self-assessment guide is provided, and three evaluation procedures are suggested for measuring personal progress in the development of the skills. (JD)

ED 217 029 SP 020 288

Smith, David C.

The Content in Teacher Education Programs.

Pub Date-May 82
Note-24p.; Paper presented at the Conference on the Future of Teacher Education: Needed Research and Practice (College Station, TX, May 4, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, Classroom Techniques, Cooperative Planning, *Curriculum Development, Higher Education, *Instructional Development, *Preservice Teacher Education, *Program Design, *Program Improvement, Student Evaluation, Teacher Behavior, *Teacher Education Programs, Teaching Methods

Identifiers-*Operation PROTEACH

In a discussion of revitalizing teacher preparation programs, the questions of what a beginning teacher should know and be able to do in order to function at a fully professional level were considered. A description is presented of Operation PROTEACH activities at the University of Florida in Gainesville. This operation was generated by several conferences attended by university faculty, teachers and school administrators, and representatives of the Florida State Department of Education. During these conferences the basic elements believed to be central to the development of a reconceptualized teacher preparation program were identified: (1) a rigorous and extensive general education; (2) a comprehensive subject-matter base; (3) knowledge of the societal milieu in which a teacher operates; (4) a foundational education including educational history and philosophy of education; (5) a generic pedagogical component providing a set of knowledge which would be appropriate to teachers regardless of level or subject matter; (6) a subject-specific pedagogical component appropriate to the age level of students and subject matter; and (7) a component dealing with knowledge and experiences of a laboratory nature. Task forces were established to review five functions essential to the teacher's role: diagnosis, instructional planning, instructional management, observation, and interpersonal relations. Task force reports are used in curricular and program planning for PROTEACH. (JD)

ED 217 030 SP 020 289

deVoss, Gary DiBella, Robert

Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report Ohio State Univ., Columbus. Coll. of Education.

Spons Agency-Ohio State Dept. of Education, Columbus.

Pub Date-81

Note-116p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Beginning Teachers, Graduate Surveys, Higher Education, Outcomes of Education, *Preservice Teacher Education, Program Evaluation, Schools of Education, *Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Education Programs, Teacher Evaluation, Teacher Orientation, Teacher Supervision, Vocational Followup

Identifiers-Ohio State University

Students who graduated from Ohio State University's College of Education during the 1979-1980 school year were surveyed for this report. Data were obtained through questionnaires and from classroom observations and interviews with selected respondents. Survey results are reported and discussed in three sections. In the first section, the summary of a demographic and professional perspectives questionnaire provides the bulk of analysis, with 48 items in three general areas: (1) basic demographic data; (2) feelings toward and evaluation of preservice education program; and (3) problems and experiences faced during the first year of teaching. Interview results with 50 graduates working as teachers in the Columbus, Ohio area are presented in the second section, focusing on feelings about teaching, the undergraduate program, induction, and supervision. The third section introduces the results of classroom observations with 45 of the interviewed teachers concentrating on three representative behavioral variables: clarity, enthusiasm, and academic learning time. Implications and recommendations for the preservice program and copies of the survey instrument are included. (FG)

ED 217 031 SP 020 293

Floyd, Jerald D.

The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Pub Date-Apr 82
Grant-44-22557
Note-13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcohol Education, Alcoholism, *Behavior Change, *Community Health Services, *Cooperative Planning, Drug Abuse, Health Education, Positive Reinforcement, *Prevention, Program Development, Public Health, *State Programs
Identifiers-*Illinois

Two resource centers were funded by the Illinois Alcoholism Prevention Initiative to facilitate primary prevention and health promotion efforts at the local level. Located in DeKalb and Springfield, the centers assisted the Illinois State Department of Mental Health and Developmental Disabilities Division of Alcoholism in building a body of knowledge on strategies and approaches, in coordinating and encouraging the exchange of ideas, and in channeling information and resources to appropriate service providers in communities. By working with existing local community agencies and resources, the resource centers tailored health promotion strategies to community needs on a statewide basis. The program emphasizes proactive activities that prevent, reduce, or eliminate causes of health problems, especially problems related to alcoholism or drug abuse, for citizens of all ages. Center administrators and staff members have varied backgrounds, including community mental health, drug education, governmental studies, alcoholism counseling, technical management, and media development. Technical assistance is offered to schools, local human service agencies, and community organizations. The centers strive to provide the information, skills, and environment to encourage people to exercise control over their health. (FG)

ED 217 032 SP 020 294

Byrne, Connell M. J. And Others

The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times.

Pub Date-Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April, 1982). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biomechanics, College Students, *Exercise Physiology, Higher Education, Kinetics, *Motor Reactions, *Muscular Strength, Psychomotor Skills, *Reaction Time, *Sex Differences

Identifiers-*Kinesiology

The effects of increasing the load of materials to be moved on rapid movement of these materials were measured using two dependent variables. The first analysis involved overall mean movement time (MT) and segmental movement times. The second analysis dealt with movement time variability evidenced by within subject MT and segmental MT standard deviations. The subjects, six male and six female undergraduate students, completed 60 trials with a linear slide apparatus using six load conditions: zero, two, four, six, eight, and ten kilograms. The measurement interval was 48 centimeters. For both movement time and movement time variability, significant main effects by sex were found. The results indicated that, when movement time increased, the resultant variability of movement time remained constant. Findings were at odds with other research in the area, leading to speculation that an explanation may be obtained from a biomechanical approach. It is concluded that increases in MT, but not necessarily in segmental MT standard deviations, can be expected for submaximal force movements. (FG)

ED 217 033 SP 020 334

McNett, Ian, Ed. And Others

Teacher Corps Networking: Purpose and Potential. A Position Paper.

Far West Teacher Corps Network, Bellingham, Wash.

Spons Agency-Office of Education (ED), Washington, D.C. Teacher Corps.
Pub Date-Jan 81
Grant-G007603470
Note-23p.; For related document, see ED 195 550.
Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Educational Cooperation, Futures (of Society), Higher Education, Inservice Teacher Education, *Linking Agents, *Networks, Program Administration, *Program Attitudes, *Program Effectiveness, Secretaries, Teacher Centers, Teacher Workshops
Identifiers-*Far West Teacher Corps Network WA

This booklet describes the networking function of the Far West Teacher Corps Network, one of 12 networks set up in 1974 to share information on Teacher Corps projects and practices. In the first section, Teacher Corps networks are defined. Section 2 outlines the background and growth of the Far West Network in terms of its goals and accomplishments. Section 3 discusses the management role of the executive secretary in the network, and Section 4 deals with Teacher Corps networking experiences, with conclusions for effective participation. Design of future Teacher Corps networks is considered in Section 5, based on responses by Far West Network project directors and deans, Teacher Corps experiences, and reports on other networks. A developmental model is suggested, consisting of identifying local needs, implementing a network delivery system, and publishing documents and reports. (FG)

ED 217 034 SP 020 336

Kindig, Louise E.

Sport Injuries for Females: Incidence and Prevention.

Pub Date-Apr 82

Note-34p.; Paper presented at the Convention of the Georgia Association of Health, Physical Education, and Recreation (Jekyll Island, GA, April 3, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accident Prevention, *Athletes, Athletic Coaches, Athletic Equipment, *Athletics, College Students, Higher Education, *Injuries, *Medical Services, Physical Education, Physical Fitness, *Sex Differences, Womens Athletics

Identifiers-*Sport Injuries

Comparisons between sport-related injuries for male and female athletes are discussed in relation to statistics gathered by the National Athletic Injury/Illness Reporting System (NAIRS) and other sources. Tables display data on: (1) athletic injuries and fatalities in colleges and universities by sport, 1975-76; (2) average annual frequency of significant injuries for selected collegiate sports, 1975-78; (3) rate and percentage of significant injuries in women's collegiate gymnastics associated with apparatus, 1975-78; (4) number of injuries by sport for females; (5) leading cause of injury by sport for females; (6) injuries in boys' and girls' sports (Oklahoma High School); (7) women's and men's reportable and significant injuries for game- and practice-related activities; (8) average annual rate and proportion of significant injuries in selected collegiate sports, by selected body part and indices of severity, 1975-78; (9) men's and women's reportable and significant injuries according to body part; (10) incidence, mean age, and average weekly training mileage according to anatomical location of injury for runners; (11) women's and men's reportable game- and practice-related injuries according to type; (12) average annual rate and proportion of significant injuries in selected collegiate sports by type of injury, 1975-78; and (13) incidence of ten most common injuries for runners by sex. In a discussion of these statistics, the importance of physical conditioning for the female athlete is emphasized, as well as the responsibilities of the athletic coach in preventing injuries and treating them competently. (JD)

ED 217 035 SP 020 339

McIntire, Ronald G. Hughes, Larry W.

University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers.

Pub Date-Feb 82

Note-10p.; Paper presented at the National Conference of the American Association of Colleges for Teacher Education (Houston, TX, February 19, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Cooperation, Higher Education, High School Students, Inservice Teacher Education, Magnet Schools, Preservice Teacher Education, *School Districts, *Schools of Education, Substitute Teachers, Teacher Aides, *Teacher Recruitment, Teacher Supply and Demand, Urban Schools, *Urban Teaching

Identifiers-Houston Independent School District TX

The Houston Independent School District (HISD) has worked with the University of Houston, Texas Southern University, the Houston Community College to develop a program to prevent rapid staff turnover in urban schools. Part of the program is aimed at recruiting high school students who live in urban areas and training them as potential teachers. Other facets of the program concentrate on inservice training and support of urban teachers. The program is designed to provide participants with knowledge of urban life and with specific skills to enable them to work effectively with students and parents in inner cities. Five components characterize the program: (1) work-study for teacher aides; (2) paid work experience for junior and senior college students as substitute teachers; (3) retraining and recertification of teachers to attract and hold the best qualified teachers and those who can teach in critical subject areas; (4) inservice substitute teacher training; and (5) a proposed magnet school specifically for high school juniors and seniors who are interested in careers as classroom teachers, teacher aides, and substitute teachers. (FG)

ED 217 036 SP 020 364

Arends, Richard I.

Beginning Teachers as Learners: A Descriptive Report.

Pub Date-Mar 82
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, Followup Studies, *Independent Study, Inservice Teacher Education, *Learning Experience, *Professional Continuing Education, Secondary Education, *Secondary School Teachers, Teacher Attitudes, Teacher Characteristics, *Teaching Experience

A followup study of beginning secondary school teachers was conducted to determine the nature and extent of their involvement in professional continuing education activities and their attitudes toward their experiences in these activities. Thirty-four beginning teachers were interviewed at the end of their first year of teaching and again at the end of their third or fourth year. They were asked to recall learning activities they had participated in, to describe attributes of those activities, and to make judgments about each experience. It was found that 18 categories of learning experiences could be identified (workshops, night classes, clinics, seminars, summer school, etc.), and that participation was extensive. While night classes and summer school accounted for the largest portion of hours of learning experiences, other types of experiences were sought. The types of learning experiences that received the most favorable responses were those that were highly individualized or very practical; such as solving particular problems and developing classroom materials in clinics and workshops. There was favorable response to experiences when beginners themselves were asked to make presentations or perform in a leadership capacity. A rather surprising finding was that the teachers from this sample appeared to feel that, the further away from their own school site the learning experience was held, the more satisfied they felt with it and the more applicable they saw it to their teaching. College personnel and administrators or curriculum specialists were found to be the least preferred trainers, and teachers and consultants were the most preferred. Learning experiences undertaken for personal satisfaction or personal growth were highly rated. The teachers most actively involved in outside learning experiences were rated as most competent by their superiors. (JD)

ED 217 037 SP 020 365

Anglin, Leo W. Dugan, Therese

Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors.

Pub Date-Mar 82

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, *Attitude Measures, Boards of Education, *Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, Metaphors, Parent Attitudes, *School Attitudes, *Teacher Attitudes, Teacher Characteristics

Teachers in a small midwestern suburban school district were asked to select, from a list of five metaphors, the ones which best characterized their actual and the ideal curriculum. They were also asked to choose the metaphors best characterizing the curricular position of the school superintendent, board of education, parents, and other teachers. The curriculum metaphors were: (1) Medicine'' the curriculum is a dispensary from which students receive treatment under the direction of a competent and proficient general diagnostician; (2) Growth'' the curriculum is the greenhouse where students will grow and develop to their fullest potential under the care of a wise and patient gardener; (3) Travel'' the curriculum is a route over which students will travel under the leadership of an experienced guide and companion; (4) Production'' the curriculum is the means of production, and the student is the raw material which will be transformed into a finished and useful product; and (5) Natural Resources'' the curriculum is the plan for developing and utilizing the natural resources of ability present in the student. No one metaphor emerged as best characterizing classroom curriculum practice. However, elementary teachers were perceived to be growth-oriented while secondary teachers were characterized by the production metaphors. The teachers perceived the superintendent's ideal to be growth-oriented, but the board of education and parents were seen to be production-oriented and as controlling the curriculum in conflict with the ideals of the professional staff. (JD)

ED 217 038 SP 020 366

Caruso, Virginia M.

Teacher Enthusiasm Behaviors Reported by Teachers and Students.

Pub Date-Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Behavior, Emotional Response, Humor, Interpersonal Competence, Personality Traits, Secondary Education, *Spontaneous Behavior, Student Attitudes, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, *Teacher Response

Identifiers-*Enthusiasm

Observable teacher behaviors were identified, by teachers and students in English and physical education classes, as either enthusiastic or not enthusiastic. Teachers described their own behaviors and students reported teacher behaviors by describing, in detail, specific events when teaching was perceived as enthusiastic and when teaching was perceived as not enthusiastic. Twenty enthusiastic behaviors were classified from behaviors reported by teachers and students. Participants agreed on five of the highest-ranked enthusiastic behaviors: participation, humor, encouragement, praise, and momentum. Of the 16 behaviors classified as not enthusiastic, the behavior reported most frequently by teachers was disinterest, while students more frequently reported detachment as not enthusiastic. Teachers, more frequently than students, reported behaviors pertaining to the presentation and delivery of content material. Students tended to report behaviors related to classroom climate. Behavioral categories differed between teachers of English and physical education; behaviors emphasized by teachers and students in English focused on content delivery and classroom atmosphere, while teachers and students in physical education stressed personal interaction skills. Appendixes include samples of forms used in the study, lists of enthusiastic and unenthusiastic behaviors, and charts showing frequency of their occurrence in classroom interaction. (JD)

ED 217 039 SP 020 368

Lai, Morris K. Shimabukuro, Sandy K.

A Statewide Nutrient Analysis of Children's Diets.

Pub Date-82
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Curriculum Development, Eating Habits, Elementary Secondary Education, *Food Service, Health Education, Knowledge Level, Needs Assessment, Nutrition, *Nutrition Instruction, *Parent Attitudes, Physical Health, School Community Relationship, *Student Attitudes, *Teacher Attitudes, Teacher Education
Identifiers-*Hawaii

A statewide assessment of the nutrition education and training needs of children, teachers, and food service personnel in Hawaiian schools was conducted through surveys of administrators, teachers, food service managers, school nurses, students, parents, community agencies, an evaluation of classroom materials, a literature search, and a 24-hour student diet recall. The literature search and data collection revealed several nutrition-related health and dietary problems of children in Hawaii. Nutrition education was found to be lacking especially at the senior high school level, the grade level at which students also had the poorest diets. Parents felt that nutrition education was important in both the home and school, although some indicated they did not always set a good example for their children. Preschool and lower elementary teachers were more involved in nutrition education than were other teachers; however, many did not take nutrition-related coursework as part of their training. Teachers at all levels generally felt that students were interested in nutrition, parents were not resistant, and cost was not a limiting factor in conducting nutrition education. Administrators teachers, and food service managers agreed that coordination of classroom nutrition activities with the food service program is needed but rarely carried out. It is recommended that training for teachers must provide not only nutrition information but also teaching strategies and support services for improving students' eating habits. It is also recommended that food managers receive training in managerial skills and that training in nutrition should be provided for school nurses and health aides. (JD)

ED 217 040 SP 020 371

Harris, Ilene B.

Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.

Pub Date-Mar 82

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Curriculum Guides, *Educational Theories, *Instructional Design, *Instructional Materials, *Material Development, Teacher Education, Teaching (Occupation), *Teaching Guides, Teaching Methods, Teaching Styles

A review of problems inherent in enhancing written guides for teachers is presented, focusing on the impact of different conceptions of educational practice and teaching. The goal of this review is to formulate theoretical perspectives and practical precepts for authors and readers of guides for educational practice and teaching. Conceptions and assumptions regarding method, knowledge, and rules of action are discussed as background to an analysis of teaching as technology, art, and craft. Each conception is further examined to illustrate how it is likely to influence the form in which teaching practices are codified. Three perspectives which have been used in this endeavor are: (1) the nomothetic view of educational practice as a technology with laws, commonalities, and regularities; (2) the ideographic orientation, which treats educational practice as an art with unique and idiosyncratic aspects; and (3) teaching as a craft, in which established instructional guidelines are adapted by the practitioner. Implications and conclusions are drawn, and teaching as technology, art, and craft are compared and contrasted. (FG)

ED 217 041 SP 020 372

Gennari, Patricia A. And Others

The Data-Based Staff Development Program: Design, Implementation, and Effects.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-Mar 82
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Techniques, Educational Innovation, Elementary Education, Evaluation Criteria, Individualized Instruction, Inservice Teacher Education, Needs Assessment, *Program Development, *Program Effectiveness, *Program Implementation, *School Personnel, *Staff Development

The Data-Based Staff Development Program is an integral feature of the Adaptive Learning Environments Model (ALEM), an educational program developed to provide basic skills learning experiences that are adaptive to the individual learning needs of students. The Data-Based Staff Development Program was designed to assist school personnel responsible for implementing the ALEM in systematically incorporating relevent data on the degree of program implementation and students' learning progress in analyses of their staff development needs. The goal is to provide a self-monitoring tool that helps school personnel become increasingly more independent in establishing and maintaining a high degree of ALEM implementation. During the 1980-81 school year, a pilot investigation of the effectiveness of this program in improving classroom implementation of the ALEM was conducted in ten elementary schools. Data were obtained through the use of three measures: (1) instruments measuring degree of program implementation; (2) school district staff development plans; and (3) monthly training logs kept by the schools' education specialists. The data were analyzed to investigate the relationship between staff development plans and program implementation needs as suggested in the degree of implementation scores for individual teachers. Preliminary evidence from the study supports the effectiveness of the program; more detailed studies in the future will be needed to confirm this finding. Tables illustrate the critical factors used in analyses and the results of the study. (JD)

ED 217 042 SP 020 381

Soares, Louise M. Soares, Anthony T.
Brain Research: Implications for Learning.
Pub Date-Jul 82
Note-13p.; Paper presented at the Congress of Applied Psychology (20th, Edinburgh, Scotland, July 25-31, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cerebral Dominance, *Cognitive Development, Cognitive Style, Developmental Stages, *Educational Research, Elementary Secondary Education, *Learning Processes, Learning Readiness, *Medical Research, *Neurological Organization
Identifiers-*Brain Research

Brain research has illuminated several areas of the learning process: (1) learning as association; (2) learning as reinforcement; (3) learning as perception; (4) learning as imitation; (5) learning as organization; (6) learning as individual style; and (7) learning as brain activity. The classic conditioning model developed by Pavlov advanced knowledge of learning by association. Research into learning as reinforcement is focused on the response of the individual to repeated similar situations. Problem solving capabilities and perception of environment are factors in perceptual research. Research into imitation and organization as learning tools has resulted in increased knowledge of accepted behavior and cognitive maps.'' Individualized learning style has been the focus of much classroom research and has resulted in having an impact on practices related to learning structure and materials. Recent research into brain growth and brain activity has produced numerous findings. Implications for education are developing from research into memory, physiological development, and hemispheric

dominance. (FG)

ED 217 043 SP 020 383

Greener, Jean W. Thurlow, Martha L.

Teacher Opinions About Professional Education Training Programs.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-68

Pub Date-Mar 82

Grant-300-80-0622

Note-42p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Compliance (Legal), *Curriculum Evaluation, Educational Quality, Education Work Relationship, Higher Education, *Mainstreaming, *Program Effectiveness, Relevance (Education), Schools of Education, Student Problems, *Teacher Attitudes, *Teacher Education Curriculum, Teacher Education Programs, Teaching Experience, *Teaching Skills, Vocational Followup

Identifiers-Minnesota, Public Law 94 142

The extent to which 148 teachers felt that their training programs prepared them to teach students with special needs was examined. A questionnaire was developed to ascertain whether teachers were able to carry out reponsibilities mandated through the passing of Public Law 94-142. Respondents were asked to rate their overall preparation and training in five areas: methods, materials, child and adolescent development and psychology, reading, and mainstreaming. The teachers also rated their preparation for recognizing and handling students having problems with drugs, abuse, learning disabilities, and emotional disturbances. Teachers were asked to suggest major changes that should be made in teacher training programs. Analyses of results were conducted and grouped according to: (1) years of teaching experience; (2) location of training in Minnesota or elsewhere; and (3) training at public or private institutions. Although most teachers gave good or fair ratings overall to their training programs, poor ratings appeared with great frequency in the areas of reading, mainstreaming, and recognizing students with specific problems. Ratings by teachers with less than five years of experience indicated they were more satisfied with their training than were teachers with 10 or more years of experience. Appendices provide analysis and discussion of the survey's findings and a copy of the questionnaire. (FG)

ED 217 044

SP 020 388

Morris, John E. And Others

The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.

Association of Teacher Educators, Reston, Va.

Pub Date-Feb 82

Note-50p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February 14-17, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Characteristics, Educational Trends, *Field Experience Programs, Higher Education, *Institutional Characteristics, Occupational Surveys, *Practicum Supervision, Preservice Teacher Education, *Program Administration, Schools of Education, *Student Teaching, *Teacher Educators

Identifiers-National Field Directors Forum

Results of a study to identify characteristics and responsibilities of directors of student teaching and field experience programs are presented and discussed in this document. The survey instrument had 74 items in 10 categories: (1) institutional characteristics; (2) director characteristics; (3) compensation; (4) rank, promotion, and tenure; (5) research and publications; (6) membership and participation in professional organizations; (7) institution program support; (8) work load; (9) job satisfaction; and (10) changes occurring and needed in the field of student teaching. Respondents to the questionnaire represented 284 public, 198 private, and 154 parochial teacher training institutions. Results for each of the ten categories are discussed, and it is noted that the most consistent finding was the inconsistency and diversity of responses. A conclusion points out encouraging and disappointing aspects of the study. In an appendix, responses to each questionnaire item are provided, many of which include representative comments from respondents. (FG)

ED 217 045 SP 020 389

Amodeo, Luiza B Martin, Jeanette

Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.

Pub Date-Feb 82

Note-15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 19, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Admission Criteria, Core Curriculum, Curriculum Design, Diagnostic Tests, Field Experience Programs, Higher Education, Microteaching, *Preservice Teacher Education, *Remedial Instruction, *Screening Tests, *Student Evaluation, Teacher Education Programs, *Vocational Aptitude

Identifiers-*New Mexico State University

The sophomore screening process at New Mexico State University's College of Education, designed to assure quality and commitment in prospective teachers, has three major components. The first is pre-screening, which requires that students successfully complete coursework in orientation to education, introduction to human growth and behavior, English composition, and mathematics. In the second component, diagnostic tests are administered in science, mathematics, and written English. The third component involves an assessment of teaching potential in which students are assessed on the knowledge and skills of effective teaching. For this component, they plan and implement microteaching lessons in the college and in the field and complete written assignments. The activities are evaluated by the cooperating teacher and the university supervisor. Students meet frequently with their instructor to discuss their progress, identify strengths and weaknesses, and plan for appropriate remediation if necessary. At the end of the semester, the instructor makes final recommendations, prescriptions, and referrals for each student. Three categories of recommendations are made: (1) Specific courses may be recommended in math, science, classroom management, instructional planning, and remedial work in written English; (2) The student may be required to enroll in additional field practice if there is a question of lack of desire or potential to develop as a competent teacher; and (3) If serious doubts are raised about the student's probable success in the teacher preparation program, a selective review hearing is called. The student is informed of the purpose of the hearing, which is held to help the student make a decision regarding continuation in the program. Appended to this report are tables showing student grades and attendance for three semesters and an outline of the course requirements for the entire program. (JD)

ED 217 046 TM 820 065

Fuchs, Douglas And Others

The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-54
Pub Date-Jun 81
Contract-300-80-0622
Note-58p.; Print quality is poor throughout appendix.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Testing, *Evaluation Criteria, Examiners, *Language Handicaps, *Performance Factors, *Predictor Variables, Preschool Education, Special Education, *Speech Handicaps, Testing Problems

Task complexity in terms of symbolic mediation (inner thought) as a determinant of differential test performance and the prediction of dissimilar functioning were examined. Preschool children with moderate to profound speech and/or language handicaps were tested using: (1) a sound-in-words subtest of the Test of Articulation (TA); (2) Action Pictures (AP); (3) a Symbolic Mediation Test (SMT); and (4) the Schenectady Kindergarten Rating Scale of classroom behavior. Controls were included for test demands; the progression from low to high symbolic mediation tasks; the subject response mode; and examiner silence. Familiar and unfamiliar examiners certified and experienced in early childhood education administered the tests in instruct and no-instruct groups. The results among tests and variables are discussed in relation to examiners' backgrounds. Statistical tables illustrate the AP Tasks and the SMT which is included in the appendix. (CM)

ED 217 047 TM 820 123

Swanson, James M. And Others

The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.

Pub Date-18 Nov 81

Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, Ca, November 18, 1981).

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention Span, *Behavior Problems, *Behavior Rating Scales, *Clinical Diagnosis, *Conceptual Tempo, Educational Diagnosis, Elementary Education, Foreign Countries, *Hyperactivity

Identifiers-Canada, *Conners Teacher Rating Scale, Diagnostic Statistical Manual of Mental Disorders, *SNAP Rating Scale

The correlation of ratings from the SNAP Rating Scale with the ratings from the established Conners' Rating Scale are discussed as a method for assessing the validity of the new Diagnostic and Statistical Manual of Mental Disorders (DSM-III) criteria for attention deficient disorder with hyper-activity (ADDH). The questionnaire of SNAP items and Conners' items completed by teachers of six to eleven-year-old students in Toronto, Ontario and Tallahassee, Florida is discussed. The average score per item in subcategories of inattention, impulsivity, and hyperactivity is shown to decline with age and is higher at each age for boys. Concurrent validity of the SNAP rating scale is established by the high correlation with Conners' rating scale. Study data is detailed in statistical tables. Norms presented in the study are shown to be useful for initial assessment of attention deficient behavior in the classroom related to the diagnosis of ADDH. A SNAP item list and Conners questionnaire are provided. (Author/CM)

ED 217 048 TM 820 132

Shaycoft, Marion F.

Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-183p.

Available from-Garland STPM Press, 136 Madison Avenue, New York, N.Y. 10016.

Pub Type- Books (010) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Tests, *Criterion Referenced Tests, *Educational Testing, *Evaluation Methods, Measurement Techniques, *Test Construction, *Test Theory, *Test Use

Focusing on the use of ``paper and pencil'' criterion-referenced tests in educational measurement, and to correct misconceptions, the definitions of basic terms and historical antecedents are discussed. Classifications of the tests are compared with other achievement tests. The phases in developing criterion-referenced tests are presented with the need, development and use of norms. Test uses are categorized and a standard of competence, the setting of cutting scores, and the formative and summative evaluation roles are discussed. Reliability, validity and accuracy are considered in evaluating tests themselves. The summary includes a list of the misconceptions discussed with suggestions on approaches in relating behavioral objectives to test items. The appendices include a problematic method for setting the cutting score and the accuracy analogues of various standard statistics. Tables and figures illustrate the book. (CM)

ED 217 049 TM 820 187

LeCompte, Margaret D. Goetz, Judith Preissle
Sampling and Selection Issues in Educational Ethnography.

Pub Date-Mar 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Educational Research, *Ethnography, Generalization, *Research Design, *Research Methodology, *Sampling, *Selection
Identifiers-Criterion Based Selection, Probabilistic Sampling

The problems addressed, and solutions devised, by educational ethnographers in selection of and sampling from phenomena for internal representativeness external comparison are examined. The process of sampling is designated as a specialized form of the more general process of focusing and choosing in research, which is called selection. Common selection and sampling strategies are defined and illustrated from the literature in educational ethnography and assessed for their strengths, weaknesses, and implications for overall design credibility. (Author/AL)

ED 217 050 TM 820 223

Rowe, Helga A.H.

Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.

Australian Council for Educational Research, Hawthorn.
Pub Date-81
Note-394p.; Includes 10 tests and test-specific Directions for Administration; Some tests contain marginal legibility.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Tests, *Educational Diagnosis, Foreign Countries, *Learning Readiness, Predictive Measurement, Primary Education, *Screening Tests, *Student Evaluation
Identifiers-Australia, *Australian Council for Educational Research, *Test Batteries

An overall rationale for the early identification of strengths and possible developmental weaknesses in school beginners is presented in Part I, with the research-based areas of assessment of tests for auditory analysis skills, conceptual skills and language skills. The general purposes of diagnostic assessment and a model of a behavioral assessment funnel for early identification and intervention are presented. The validity and reliability of the tests are discussed. Part II concerns each test's psychological and educational aim, physical characteristics and development. Administering procedures, research background and score interpretation are presented with implications for educators and parents. Part III is a theoretical and technical discussion of the underlying model of measurement in the series. The appendices include a technical glossary, a table of correlations and reliability coefficients, suggestions for intervention and remediation and a word source list for the word knowledge test. Tables for converting raw scores to ability estimates are given. Accompanying the handbook are test copies, directions for administration and score keys on: (1) word knowledge, (2) comprehension, (3) negation, (4) verb tense, (5) pronouns, (6) prepositions, (7) figure formation, (8) numbers, (9) recognition of initial consonant sounds and (10) auditory discrimination. (CM)

ED 217 051 TM 820 232

McAdams, Kathy And Others

National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Pub Date-Sep 81

Contract-OEC-0-73-6666

Note-323p.; For related documents, see TM 820 233. Parts may be marginally legible due to small print.

Available from-Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Ave., S.W., Washington, DC 20202.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Data Collection, Grade 12, *Graduate Surveys, High Schools, *Longitudinal Studies, Outcomes of Education, Research Design, Sampling, *Vocational Followup

Identifiers-*National Longitudinal Study High School Class 1972

Meant to study post secondary educational and vocational activities, the National Longitudinal Survey of the High School Class of 1972 (NLS) is reported to have consistently succeeded in overcoming diminishing response rates and sample attrition found in other longitudinal surveys. The purpose of understanding the focus and experiences affecting plans and attainments of young adults is discussed with the secondary purpose of extending scientific knowledge of human development in transition years. In a brief history of the NLS, the origins and goals are discussed. With the design and content of the sample, the summary also covers the NLS questionnaire design through the fourth instrument, the administration of the pretests, base year and followup surveys, data preparation and quality, and the use of data by federal agencies, social scientists and others. Material extracted from key NLS documents is provided. Tables illustrate statistical and variables data, and the appendices include complete survey instruments with an NLS bibliography. (CM)

ED 217 052 TM 820 233

Riccobono, John A., Ed. And Others

National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.
Pub Date-Sep 81
Contract-OEC-0-73-6666
Note-236p.; For related documents, see TM 820 232. Parts may be marginally legible due to small print.
Available from-Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Ave., S.W., Washington, DC 20202.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Data Collection, Grade 12, *Graduate Surveys, High Schools, *Longitudinal Studies, Outcomes of Education, *Research Design, Sampling, *Vocational Followup
Identifiers-*National Longitudinal Study High School Class 1972

The fourth mail and personal interview followup survey from October 1979 to May 1980 is reported as part of the National Longitudinal Study of the High School Class of 1972 (NLS). The report is methodological, historical and descriptive in nature, but contains no analytical results. Reference to earlier reports is provided in determining post secondary educational and vocational activities of young adults in transition years. The six sections present the background and purpose of the NLS, an overview of operations, the development of the fourth followup instruments, related materials, and linkages between the fourth and prior followup questionnaire items. Data tables illustrate the text. (CM)

ED 217 053 TM 820 240

Lawrence, John E.S. Cook, Thomas J.

Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.

Research Triangle Inst., Durham, N.C.

Spons Agency-Department of Agriculture, Washington, D.C.

Pub Date-1 Oct 81

Contract-53-3198-9-87

Note-32p.; Paper presented at the Joint Meeting of Evaluation Network and Evaluation Research Society (Austin, TX, October 1-3, 1981); Marginal legibility due to broken type.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Decision Making, *Evaluation Methods, *Information Needs, Information Utilization, *Program Evaluation, *Research Design, *Research Methodology, *Surveys

Identifiers-Evaluability Assessment, *Stakeholder Survey

As the procedures of evaluation research have developed during recent years, it has become clear that the results of evaluation studies have failed to provide policy decision makers with useful information. An approach towards designing and implementing more useful evaluations the stakeholder survey is discussed. Stakeholders are individuals, or groups, who have a direct interest in the program being evaluated. The central premise of this paper is that the information needs of stakeholders should be incorporated directly into the formulation of evaluation objectives, and the design of the evaluation to achieve those objectives. A rationale for the stakeholder survey is presented, and its three primary functions (identification, contact and information synthesis) are described, as are application of the approach in a multi-year evaluation of a national supplemental food program. Also considered are key issues involved in applying the approach. The evidence from this study suggests that such surveys are not only feasible, but also of considerable value to the evaluation team. (Author/AL)

ED 217 054 TM 820 250

Wallace, Gaylen R. Goodwin-Adam, Sharon

Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.

Pub Date-Mar 82
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Androgyny, Discriminant Analysis, Higher Education, *Self Concept, *Self Concept Measures, Self Esteem, *Self Evaluation (Individuals), *Sex Role, *Undergraduate Students
Identifiers-*Bem Sex Role Inventory, Masculinity Femininity Variable, Personal Orientation Inventory

A review of the literature concerning the relationship between sex role and self measure identity includes a discussion of issues confronted in measurement. The methodology and analyses of data for the study are explained. The research was designed to determine which self referent measure most effectively discriminates among sex role identities. Another objective was determination of self classification on a sex role identity measure. The Bem Sex Role Inventory (BSRI), the Personal Orientation Inventory subscales of self acceptance and self regard, the Self Esteem Questionnaire, and the Wallace Self Concept Scale were administered to a sample group of college juniors. Results indicated high scores on self measures for androgynous individuals are an integration of masculinity and femininity. The self concept measure was the most effective discriminator among sex role identities. The BSRI placed subjects in approximately equal numbers in categories of androgyny, masculinity, femininity, and undifferentiated. The integration of masculinity and femininity is associated with high ratings on self measures. BSRI requires a classification procedure, therefore discriminant analysis was used. The limitations on the generalizability of the study included the ex post facto design, disproportionate classifications in the sample, and data contradictory to several other studies. (DWH)

ED 217 055 TM 820 255

Maloney, Dorothy

Conejo Valley Unified School District Master Plan for an Educational Results Information System.

Conejo Valley Unified School District, CA. Office of Research, Planning and Assessment.

Pub Date-Feb 82
Note-35p.
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests, *Educational Assessment, Educational Improvement, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Management Information Systems, Needs Assessment, Program Implementation, *School Districts, *Testing Programs
Identifiers-*Educational Results Information System

The Conejo Valley (CA) Unified School District Educational Results Information System (ERIS), a generalized District master program assessment plan to obtain results information for decision-makers at all levels, has been developed. This plan establishes guidelines, evaluates the current status of the use of educational results information and establishes priorities for development of additional parts of the system. Important components of ERIS are: the annual test schedule; the linkage of planning and evaluation; the elements of both school and district Pupil Performance Profiles; the development of district, school and classroom pupil progress reports; and an analysis of the existing District Assessment Program. ERIS includes the following existing assessment programs: (1) California Assessment Program; (2) District Competency (Proficiency) Testing Program; (3) District Norm-Referenced Group Achievement Testing Program Comprehensive Test of Basic Skills (CTBS); (4) other norm-referenced achievement testing programs College Entrance Examination/ Advanced Placement Program (CEEB/APP), Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), The California State University and College English Placement Test (EPT); (5) assessment related to the affective domain School Attitude Measure (SAM), Substance Use Survey, Secondary Schools Guidance Needs Assessment; and (6) assessment related to the psychomotor domain The Physical Performance Test for California (Revised). (Author/GK)

ED 217 056 TM 820 259

Kester, Donald And Others

Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.

Los Angeles County Superintendent of Schools, Calif.

Pub Date-16 Feb 79

Note-73p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Anaheim, CA, February 16, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Case Studies, *Consultation Programs, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Higher Education, *Institutional Administration, *Program Evaluation

Identifiers-*Audit Dress Rehearsal, Audits, *Los Angeles County Schools CA

The office of the Los Angeles Superintendent of schools has provided program audit consultation service within the county school and community college districts. A procedure, Audit Dress Rehearsal,'' which lowers anxiety and raises awareness of concern for program success by allowing program personnel to practice the evaluation/audit processes, is presented. The Keep It Simple Safe and Supportive (K.I.S.S.S.) principle is discussed in the educational programs. The auditor is described as independent from the program to be audited and is a reviewer, not a decision maker. Some audit results are listed and the seven stages of the process are given. Part 1 discusses the Mentally Gifted Minors Program at Rowland Unified School District and how the Audit Dress Rehearsal was conceived, conducted and what results were found. Part 2 presents the Los Angeles Community College Districts Handicapped College Students Program, the audit, and audit dress rehearsal. Part 3 discusses the Pomona Unified School District's Emergency School Aid Act (ESAA) Pilot program to reduce racial isolation and educational disadvantages. The ESAA was the first program to benefit from an Audit Dress Rehearsal. Appendices describe the evaluation

services and the Audit Dress Rehearsal Survey. (CM)

ED 217 057 TM 820 264

Dorsett, Rebecca Ann Anderson, Barry D.

A Longitudinal Study of Determinants of Educational Achievement: Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-21 Aug 81

Grant-NIE-G-78-0059

Note-234p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Academic Achievement, *Educational Assessment, Educational Attainment, Elementary Secondary Education, Junior High Schools, *Longitudinal Studies, *Models, Sampling, Student Needs, *Student Teacher Relationship, *Teacher Characteristics, Teacher Role

In the direct and indirect effects of teacher characteristics on educational production of students over time, this study indicates that teacher characteristics were not critical determinants of student achievement. Characteristics include: experience, educational level, recentness of degree and degree nature, college quality, and other background. Positive indicators across the student sample groups were that the percentage of non-white teachers was the only consistently performing characteristic. After a review of the literature of cross sectional and longitudinal analyses, the present longitudinal model of educational production is discussed. Data, empirical results and structural equation estimates for the 3 sample groups are presented. Results within the operational five-period model are followed by conclusions and implications for theory and practice. An appendix of eleven steps in the data procedures is included. (CM)

ED 217 058 TM 820 270

Daniel, Mark

Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.

Johnson O'Connor Research Foundation, Boston, MA.
Pub Date-Sep 81
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Age Differences, Comparative Analysis, *English, *Regional Characteristics, *Scores, Standardized Tests, *Verbal Tests, *Vocabulary Development, Young Adults

Age and regional differences in English Vocabulary scores are examined. The ages studied range from fourteen years through adulthood. The regions identified are Northeast, Southeast, Midwest, West, and Southwest. Scores were found to increase from age fourteen through the twenties, leveling off in the early thirties. The highest average increase was in the Northeast followed by Southeast, Midwest, West and Southwest. The statistical difference between the Northeast and Southwest was one third of a standard deviation. During the 1979-81 period, changes in vocabulary level have varied for different age groups and regions. The largest decline in four of the regions has been for examinees in their twenties. This population is weak in vocabulary skills when compared with other groups. If this interpretation is correct, a dip'' in curves should advance to older ages. Vocabulary levels have increased for teenage examinees in Northeast, Southeast and Midwest regions. This may be a result of increased attention to verbal skills in response to an observed decline in standardized test scores. The results suggest inter-regional differences in vocabulary level are increasing. The teenage vocabulary scores in the West and Southwest are declining. (Author/DWH)

ED 217 059 TM 820 271

Bowker, Richard

Aptitudes and Length of Education. Technical Report 1981-7.

Johnson O'Connor Research Foundation, Boston, MA.

Pub Date-Sep 81

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Academic Aptitude, Adults, *Correlation, *Educational Attainment, *Scores, Vocabulary

Vocabulary and aptitude test scores were compared with length of education for adult examinees of the Johnson O'Connor Research Foundation. The length of education seemed to be an important determinant of economic success. The sample population averaged four years of college, which is a higher mean than the general population. Test scores accounted for twenty four percent of the variance in length of education, with most of the relationship due to the effect of vocabulary. The increase in median vocabulary percentiles is greater in the college years, than between college graduates and M. A.'s. This indicated college attendance had the greatest impact on vocabulary development. There was an influence of vocabulary on education and education on vocabulary. Personality tests were used to identify subjects as objective or subjective. Objective people tended to be generalists, while subjective people tended to be specialists. Personality had a small, but negative, correlation with educational level. There was a slight tendency for people scoring toward the subjective end of the scale to have more education than those toward the objective end of the scale. The relationship of individual tests to length of education was examined in detail. (Author/DWH)

ED 217 060 TM 820 272

Rose, Janet S. Birdseye, Ann T.

A Study of Research and Evaluation Offices and Office Functions in the Public Schools.

Pub Date-Mar 82

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Collection, Educational Assessment, Elementary Secondary Education, *Evaluators, Financial Support, *Organizational Objectives, *Public Schools, Questionnaires, *Research and Development Centers, *School Districts, *Surveys

A survey covered categories of budget, organization, staff resources, activities, and reporting techniques and policies; the survey revealed Research and Evaluation (R and E) offices received federal or state funding. Therefore, most retain financial independence from programs evaluated. The best placement of R and E offices in the school district's organizational chart appeared to be in a direct line relationship to the superintendent. Evaluators should be independent and their office should not be in the same branch as curriculum and instruction. The staff of most R and E offices is small and composed of members having various educational backgrounds and degrees. Two thirds have a relatively high ratio of support to resource staff. Many units also have access to computer facilities. R and E activities center around testing and outcome evaluation. Maintenance of information files and preparation of statistical reports were also significant activities of the staff. The most common data collection technique employed seemed to be tests and questionnaires, supplemented by other collection methods. R and E staff are sole determiners of report content or have ultimate authority over report contents. Several suggestions are offered for increasing evaluation use. (DWH)

ED 217 061 TM 820 273

Miller, Errol L.

Educational Research in the English-Speaking Caribbean.

Pub Date- 80

Note-71p.

Pub Type- Historical Materials (060) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Research, Educational Researchers, Foreign Countries, *Regional Cooperation, Regional Planning, Research and Development Centers, *Research Proposals

Identifiers-*Caribbean, English Speaking

The English-speaking Caribbean are those states that were formerly British Colonies. The institutionalization of educational research in this area has evolved over the past thirty years. The settings for research institutions have been the university, government ministry of education, and private enterprise. The research findings have been used for legitimization of policy changes; justification of educational expenditures; ensuring quality; and action as a problem solving device. Most of the research has conformed to the traditional mode of thought and has been imitative, rather than inventive. A meeting of researchers in the Caribbean was held in Barbados in 1981. As a result, the group decided on the necessity for linkages to be established between researchers across several disciplines. Biennial conferences of educational researchers rotating among countries was suggested. An agency was needed to oversee the institutionalization of educational research in the region. A proposal was made for universities of the region to discuss regional loans for research with governments. Establishment of a Caribbean Educational Review and Advisory Group was proposed as the most effective means of drawing together educational researchers to give direction, guidance, and inspiration to the development of educational research in the region. (DWH)

Easton, John Q. Washington, Elois D.

The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.

Pub Date-Mar 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, Pilot Projects, *Reading Achievement, *Scores, *Standardized Tests, Testing Programs, *Test Reliability, *Test Selection, Test Validity
Identifiers-California Achievement Tests, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, *Out of Level Testing, Sequential Tests of Educational Progress, SRA Achievement Series, Testing Conditions, *Test Levels

The effects of students taking different levels of the same standardized achievement test were assessed by administering two levels of the same test to each student. The functional level of the test was taken by all students. The second level of testing was randomly assigned at the adjacent higher or lower level of the test. Functional level testing is the method of using students' instructional level rather than age or grade level to assign achievement test levels. Test reliability and stability of scores from one test level to another were studied. Content validity was also a major factor in determining which test was suitable for use. Testing appeared to be more reliable in high achievement schools than in low achievement schools. Three of the five tests evaluated were determined to be suitable for Chicago elementary schools. Two of the tests were found to be less suitable because it was difficult to determine an accurate means of student placement. (DWH)

Fienberg, Stephen E. Larntz, Kinley

Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.

Minnesota Univ., St. Paul.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-25 Jan 79
Grant-NIE-G-76-0094
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Analysis, *Educational Research, Mathematical Models, *Research Problems, *Statistical Analysis
Identifiers-Categorical Data, *Log Linear Models, *Qualitative Data

This research project addresses a series of methodological and theoretical statistical problems in the analysis of categorical data using loglinear and logistic response models, which grow directly out of problems in the study of the American educational system, and in basic educational research. The project focuses on the adaptation and development of general results on loglinear models to handle a wide variety of data-analytic situations involving qualitative data. Problems that are considered include: (1) modelling age, period, and cohort effects in the analysis of discrete archival data; (2) analysis and design problems related to the use of longitudinal and cross-sectional qualitative data; (3) simultaneous systems of logit models: (4) small sample properties of chi-square statistics; (5) models for mixtures of qualitative and quantitative variables; (6) asymptotic properties of chi-square statistics in large sparse contingency tables; (7) selection procedures for hierarchical loglinear model fitting; (8) the application of general loglinear model results to new problems, such as paired comparison models allowing for ties and order effects; (9) analysis of qualitative data from complex sample surveys, with special attention to cluster sampling; and (10) graphical methods for the presentation and analysis of multivariate data. (Author/GK)

ED 217 064 TM 820 279

Wang, Ming-mei And Others

Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif.

Spons Agency-Office of Program Evaluation (ED), Washington, DC.

Pub Date-May 81

Contract-300-75-0332

Note-467p.; Small print throughout tables.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills, Comparative Analysis, *Compensatory Education, Educational Environment, *Educationally Disadvantaged, Elementary Education, *Federal Programs, *Mathematics Achievement, *Program Evaluation, *Reading Achievement, Remedial Programs, Student Educational Objectives, Teaching Methods

Identifiers-Elementary Secondary Education Act Title I, *National Survey of Compensatory Education

National compensatory education and the relationship between student achievement growth and educational processes are assessed in a first year report of the Sustaining Effects Study required by Title I of the Elementary and Secondary Education Act of 1965. Federal funds were authorized to provide special compensatory services to educationally deprived students. Study data include achievement scores; attitude measures; aspects of instructional service; and educational programs. Analyses approaches are varied. Part One discusses the effects of compensatory education in educational development and achievement. Instructional effects are analyzed and a structural-relation model is discussed. In Part Two the relationship between the educational process and development is presented in terms of data and analysis strategy. Basic skills achievement is considered with the influence of environment and instructional staff and practices. The characteristics of effective educational processes and students are discussed. Chapter summaries and conclusions, a bibliography, appendices of support material, and supplementary tables are included. (CM)

ED 217 065 TM 820 282

Alderman, Donald L.

Student Self-Selection and Test Repetition.

Educational Testing Service, Princeton, N.J.

Spons Agency-College Entrance Examination Board, New York, N.Y.

Report No.-CEEB-R-81-5; ETS-RR-81-22

Pub Date-81

Note-15p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($4.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Analysis, Error of Measurement, High Schools, *High School Students, *Scores, Statistical Analysis, Testing Problems

Identifiers-*Scholastic Aptitude Test, *Test Repeaters

The test performance of students who took the Scholastic Aptitude Test (SAT) only once as juniors was contrasted with students who took the test as juniors and again as seniors. Estimates of expected test performance on a common initial administration in the junior year were derived from separate equating sections and background variables. Residuals of observed minus expected test scores revealed statistically significant differences between students who took a single administration of the SAT as juniors and those who took the same initial administration but also repeated the test as seniors. The initial observed scores of students later repeating the test were consistently lower than their expected scores for both the verbal and mathematical sections. The results indicate that self-selection occurs when students decide to repeat a test. Score changes among these students reflect negative errors of measurement on the initial test administration. (Author/DWH)

ED 217 066 TM 820 284

Peck, Hugh I.

The Role of Basic Skills Testing in Louisiana.

Pub Date- 81
Note-17p.; Small print in figures.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Curriculum Design, Elementary Secondary Education, *Minimum Competency Testing, State Boards of Education, State Curriculum Guides, *State Departments of Education, *State Legislation, *State Programs
Identifiers-*Louisiana

The Basic Skills Testing program in Louisiana was implemented due to a legislative mandate for minimum competency testing. The program began in grade two, adding a grade each year through grade twelve. Basic Skills Tests are being phased in to replace State Assessment. State Assessment will continue in the areas of science, social studies, and other nonbasic skills areas. The Education Department developed statements of minimum standards in reading, mathematics, and writing in grades kindergarten through twelve. Curriculum guides were developed in all required subjects. A pupil progression plan was developed to assure mastery of minimum skills before promotion. The teacher preparation programs were coordinated on a statewide basis. The compensatory/remedial education law required the state to provide remediation for students who did not reach mastery on minimum standards. Parental awareness and involvement in the basic skills program has been encouraged by the distribution of a Calendar of Skills. Louisiana has implemented procedures to assure higher quality education in its public schools. There is an effort to prevent minimum standards from becoming maximum goals. (DWH)

ED 217 067 TM 820 285

McCarson, Carole

Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Report No.-APS-R-15-3

Pub Date-81

Note-128p.; Small print in tables.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, Grade 4, Grade 8, Grade 10, *Mathematics Achievement, *Minimum Competencies, *Reading Achievement, Scores, *State Programs, *Testing Programs

Identifiers-*Atlanta Public Schools GA, Georgia

The Georgia Criterion Referenced Tests (GCRT), tests of basic skills, administered to Georgia students in grades four, eight, and ten measure competency in reading and mathematics. Results are reported for students in Atlanta and throughout the state. The reading and mathematics objectives were organized into skill areas. Atlanta students scored considerably lower than students throughout Georgia on all objectives and at all grade levels tested. However, Atlanta students showed gains which surpassed those made by students statewide. The gains in mathematics were greater than the gains in reading. Reading performance exceeded mathematics performance for all Georgia students. Minimum passing scores had not been determined at the time of this study. From the results of this administration, it can be expected that a larger proportion of Atlanta students will be affected by minimum passing scores than other students statewide. (DWH)

ED 217 068 TM 820 286

McCarson, Carole

Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.

Atlanta Public Schools, Ga.
Pub Date-Feb 82
Note-40p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, *Aptitude Tests, College Bound Students, *Comparative Analysis, *High School Seniors, *Scores, Secondary Education
Identifiers-*Atlanta Public Schools GA, Scholastic Aptitude Test, Student Descriptive Questionnaire, Test of Standard Written English

The scores for Atlanta seniors who took the Scholastic Aptitude Test (SAT), Test of Standard Written English (TSWE), the Admissions Testing Program (ATP) Achievement Tests, and the Student Descriptive Questionnaire were presented for the years 1975 through 1981. The scores were compared to the scores of the State, Southern Region, and Nation. The percentage of students taking the SAT increased from 1978 to 1980, but then decreased. The SAT scores for Atlanta seniors were analyzed and subtest scores were compared. The results of the Student Descriptive Questionnaire were analyzed. Grade point averages for Atlanta students were compared with other groups. They were found to increase in all subject areas from 1980 to 1981. The number of years of study by subject and class rank were compared with other groups. Parental income and degree level goals were also compared. The author recommended that a study should be done to determine if students who take the SAT have enrolled in courses recommended for college bound students. SAT scores should be presented and discussed with the high school faculty. Exemplary programs to prepare students to take the SAT and/or prepare for higher education should be identified. (DWH)

ED 217 069 TM 820 322

Livingston, Samuel A.
Assumptions of Standard Setting Methods.
Pub Date-Mar 82
Note-7p.; Paper presented at Annual Meeting of the National Council on Measurement in Education, (New York, NY, March 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Elementary Secondary Education, *Evaluation Criteria, *Evaluators, *Group Testing, *Individual Testing, *Methods, Scores, Test Items
Identifiers-Angoff Methods, Contrasting Groups Method, Ebel Method, Jaeger Method, Nedelsky Method

In the specific methods of standard setting in testing, judgments about individuals being tested, contrasting groups being tested, and judgments about the test items are discussed. In judgments about individual test-takers, assumptions are presented based on the knowledge and skills the test is intended to measure, the test-takers' skills at the time of testing and the true opinions of the test judges. Concerning contrasting groups of test-takers a hypothetical problem in the different distributions of a representative sample of test scores from the full population is presented. The assumptions based on judgments about test items considers the groups of people who can set standards in a meaningful way. The response analysis methodologies of Nedelsky, Angoff and Edel are discussed. A table illustrates the score distribution problem. (CM)

ED 217 070 TM 820 323

Ebel, Robert L.

Are We Putting a Loaded Gun in the Hand of a Baby?

Pub Date-Mar 82
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Board of Education Role, *Boards of Education, Elementary Secondary Education, Information Utilization, *Teacher Effectiveness

The baby'' in the title of this paper refers to local school boards. The author suggests giving school boards more authority to exercise control over schools. In June of each year, the superintendent should present to the Board a report summarizing objective evidence on the achievements in learning of the pupils in the schools. Near the end of the school year, each teacher should present to and discuss with the school principal a report summarizing objective evidence of the effectiveness of that teacher's efforts to facilitate learning among the pupils. Teacher effectiveness should be judged by how well students have learned. The loaded gun'', or test of achievement in learning, provides objective evidence of student progress. The school board is composed of mature adults who are often ethically and intellectually superior. They should be provided with access to information that can contribute greatly to effective management of the programs for which they are responsible. The author appeals to school board members to take the initiative in requiring administrators and teachers to provide them appropriate access to achievement test results. (Author/DWH)

ED 217 071 TM 820 324

Komoski, P. Kenneth

Affecting the System through Productive Evaluation.

Educational Products Information Exchange Inst., Stony Brook, N.Y.
Pub Date-Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Instructional Materials, *Schools, *Textbook Evaluation, Textbooks
Identifiers-Degrees of Reading Power, *Educational Products Information Exchange

The Educational Products Information Exchange Institute (EPIE) produces independently researched information on instructional material. The author believes textbook evaluation must be viewed in terms of the learner. The school, as a human system, may move toward effective expressive, productive interactions with internal and external environments or it may move to a diametrically opposed position. It may also move toward expressive, but destructive interactions with its internal and external environment. When the learner evaluation of instructional material is positive, intended learning takes place and his internal environment has been effectively changed. If the learner evaluation is negative, the learner's energy is unavailable for any productive change in internal environment. When a substantial amount of learner energy within a school building is negative, that school becomes highly entropic. Appropriate instructional technology is an effective method of reducing educational entropy. The Degrees of Reading Power (DRP) technology has been used by EPIE since January, 1982. This technology enables EPIE to establish precise measures of misfitting specific materials to specific learners. The development and selection of instructional materials must start at the current level of the learner and move him to new levels of knowledge and understanding. (DWH)

Ward, Eric F. Pringle, Robert A.

The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 81
Grant-G007804964
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Nontraditional Education,
*Nontraditional Students, *Postsecondary Education, *Standardized Tests, *Test Reliability, *Test Validity, Traditional Schools
Identifiers-American College Testing Program, *College Outcome Measures Project

The American College Testing Program (ACT) developed tests as a result of the College Outcome Measures Project (COMP). These instruments were intended for evaluation of nontraditional and traditional postsecondary education programs. They measure skills rather than information. The study was designed to check on several aspects of use of the COMP objective test with nontraditional graduates. The degree programs assessed were University Without Walls (UWW), Kaskaskia, and Board of Governors Bachelor of Arts Degree (BOG/BA). Students graduating from the Kaskaskia program most resemble traditional students, followed by BOG graduates and then UWW graduates. A norm reference group supplied by ACT was used for comparison of scores obtained by traditional seniors. The COMP objective test was shown to have equally high reliability for traditional and nontraditional students. The nontraditional students who participated in the study perceived the COMP test as appropriate for measuring their competencies. Minority graduates perceived the test as culture fair. The COMP test seemed to be a good instrument for demonstrating the quality of the product of nontraditional postsecondary educational programs. (DWH)

ED 217 073 TM 820 326

McArthur, David L.

Bias in the Writing of Prose and Its Appraisal.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-RR-162
Pub Date-81
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correlation, *Essays, *Ethnic Bias, Grade 5, Grade 6, Hispanic Americans, Intermediate Grades, *Minority Groups, Prose, Visual Stimuli, *Writing Evaluation
Identifiers-*Inter Rater Reliability

Evidence from a variety of sources suggests that systematic differences can be found in the ratings given to student essays as a function not only of the student's skills but also of aspects of both the student's background and the background of the rater. Additionally, the nature of the prompt which provided the central theme of the essay might bias the outcome of the ratings of that essay. A study of ratings of fifth and sixth graders who wrote paragraph-long essays in response to two topics presented either in written or pictorial form is presented. Students were classified as Hispanic-surnamed or non-Hispanic-surnamed; two teachers, trained as raters using an objectively-based essay scoring scheme, represented an Hispanic cultural background and two a non-Hispanic background. Results from a blind rating of 100 complete essays show that several of the rating subscales were significantly influenced by an interaction between student ethnicity and rater ethnicity, and several subscales by rater ethnicity alone. Student ethnicity alone was not a significant main effect on any subscale. Prompt modality is significant for one subscale, and interacts with rater ethnicity on one other. The findings are interpreted as a direct indication of biased assessment. (Author)

ED 217 074 TM 820 328

Smith, Laura Spooner And Others

Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-RR-134
Pub Date-80
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College English, *College Freshmen, Comparative Analysis, Higher Education, High School Seniors, *Scoring, *Screening Tests, *Student Placement, *Writing Skills

Three alternative methods for placing post-secondary students into freshman English or remedial writing classes are compared. The study contrasted: (1) a proposed system-wide test combining multiple choice and essay scores; (2) the holistic essay scoring procedures used at separate university campuses; and (3) an analytic scoring rubric developed at a university-based research center. The comparability of scores obtained from the three methods and the placement decisions they implied are examined. High school seniors from two university campuses took an experimental version of the proposed system-wide placement examination. Relationships were low among scores from the different testing methods, and substantially different proportions of students were classified as masters or non-masters. These findings were interpreted as evidence that ``good'' writing does not consistently emerge, regardless of the test used and that systematic selection of placement measures requires detailed scrutiny of the reliability and validity of placement standards, scoring criteria and their emphasis on essay features. (Author/GK)

ED 217 075 TM 820 329

Navarro, M. Susana

Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention.

Pub Date- 78
Note-24p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advance Organizers, Anglo Americans, *Cognitive Style, *Comparative Analysis, Females, Grade 4, Intermediate Grades, *Literature Reviews, *Mexican Americans, *Test Wiseness
Identifiers-Block Design Test, Childrens Embedded Figures Test, *Field Dependence Independence, Human Figure Drawing Test, Portable Rod and Frame Test, Wechsler Intelligence Scale for Children (Revised)

This study was designed to examine Chicano and Anglo children's performance on several measures of field dependence/independence (FDI), including the Portable Rod and Frame Test (PRFT), the Children's Embedded Figures Test (CEFT), the Human Figure Drawing Task (HFDT), and the Block Design Test. Also examined was the relationship between FDI performance and performance on the verbal and analytical subtests of the Wechsler Intelligence Scale for Children - Revised (WISC-R). The effect of a test warm-up, or tuning procedure on FDI measures was assessed. Main findings of the study were: (1) no ethnicity by tuning interactions occurred, indicating that treatment effects did not differ between Chicanos and Anglos; (2) tuned Anglos scored higher than tuned Chicanos on Block Design and CEFT but the groups did not differ on PRFT or HFDT; (3) control Chicanos and Anglos did not differ on CEFT, PRFT or HFDT but did differ on Block Design; (4) Aptitude/tuning interactions emerged; and (5) Correlations between PRFT, CEFT, and HFDT averaged around .25 among controls and around .40 among tuned subjects correlations with Block Design averaged .45. Research results identifying Chicanos as field dependent were not supported by this study. Tuning data suggest pretest procedures for adequate measurement of Chicano children's abilities. (Author/GK)

ED 217 076 TM 820 330

Bank, Adrianne Snidman, Nancy

Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.

California Univ., Los Angeles. Center for the Study of Evaluation.; Network of Innovative Schools, Inc., Andover, Mass.
Spons Agency-National Diffusion Network (DHEW/OE), Washington, D.C.
Report No.-CSE-RR-158
Pub Date-80
Contract-300-78-0527
Note-20p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluation Needs, Evaluators, *Formative Evaluation, *Guides, Program Improvement, *Self Evaluation (Groups), Services
Identifiers-Center for the Study of Evaluation CA, *National Diffusion Network

The Center for the Study of Evaluation (CSE) developed a formative evaluation system for the National Diffusion Network (NDN). A national, federally funded organization, NDN disseminates innovative ideas to schools nationwide. A formative evaluation was designed as an ongoing low-cost series of activities to be carried out by NDN managers, Developer/Demonstrators (D/Ds) or State Facilitators (SFs). The conceptualization process involved CSE encouraging NDN personnel to consider purposes, outcomes, and uses for a formative evaluation of each project. NDN practitioners and leadership revealed their perception of evaluation needs which would be of benefit to them. The resources Guidebook evolved into two sections. The first included instructions generic to evaluation and the second contained NDN specific information. A category of dissemination tasks, Certified Trainer operations was added to the Guidebook during the development phase. Awareness activities, training in evaluation guidebook use and technical assistance comprised the implementation stage. The CSE acted as product developer as well as evaluator in this project. (DOH)

ED 217 077 TM 820 335

McArthur, David L.

Detection of Item Bias Using Analyses of Response Patterns.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-CSE-RR-163
Pub Date-81
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Elementary Education, *Multiple Choice Tests, *Spanish, *Statistical Analysis, *Test Bias, Testing Problems, *Test Items, *Translation
Identifiers-*Comprehensive Tests of Basic Skills

Item bias, when present in a multiple-choice test, can be detected by appropriate analyses of the persons x items scoring matrix. Five related schemes for the statistical analysis of bias were applied to a widely used, primary skills multiple-choice test which was administered in either its English- or Spanish-language version at each of the two levels, to 1259 students in bilingual education programs. The results indicate that from one-fifth to one-third of the items in the tests show strong evidence of bias, corroborated by a separate analysis of linguistic and cultural sources of bias for both the biased items and

those items with no statistical findings of bias. (Author)

ED 217 078 TM 820 336

Schubert, Jane G.

Evaluability Assessment: The Promise in Practice.

Pub Date-Mar 82

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Collection, Evaluation Methods, Evaluation Needs, Evaluators, *Program Evaluation

Identifiers-American Institute for Research, *Evaluability Assessment

Studies were conducted by the American Institute for Research (AIR) under contract with the Department of Education (ED). An evaluability assessment determines the extent to which a program is ready for evaluation, the changes needed to make the program more manageable and accountable, and toward what questions a more extensive evaluation might usefully be directed. The evaluators must learn about a specific program before performing a responsible evaluation. However, at the same time, the program staff should be educated about evaluability assessment and methodology. If this is neglected, potential benefits from participating in the study are lost. Input from project managers is necessary to insure that programs are accurately portrayed. An evaluability assessment is an evolving concept which requires informed and responsible flexibility. The extent to which consensus exists on program objectives, major program activities, or appropriate measures of performance must be determined. Evaluators interview individuals with different perspectives on the program. The analysis of these interviews provides important information. On site data collection includes formal information, as well as informal data gained through anecdotes and impressions. (DWH)

ED 217 079 TM 820 337

Brzezinski, Evelyn Demaline, Randy

An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jan 82
Note-220p.; Some sections may be marginally legible due to small print.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Comparative Analysis, Computation, Cost Effectiveness, *Criterion Referenced Tests, Difficulty Level, Grade 4, Intermediate Grades, *Item Banks, Reading Comprehension, *Test Construction, *Test Items
Identifiers-*Test Specifications

Item banks offer a different approach to test development than that of the more traditional item specification method. This study was designed as an initial comparative investigation in the Area. Fourth grade math and reading tests were developed using both items written from item specifications and items drawn from an existing item bank. Four separate panels were formed to construct the tests and their development activities were documented for time and cost comparisons. Psychometric properties of the four tests were also compared although no consistent results between the two general methods were found. Finally, overall quality and content coverage of the tests were judged by classroom teachers. The report is divided into five major sections. The introduction includes a statement of the problem under investigation in the study, a review of related literature, and a statement of the current status of item banking in education. The second section, Design of the Study, describes the plans for the study. The third section, Conduct of the Study, explains how the study actually was conducted, showing when and how the actual implementation differed from the planned implementation. The fourth section presents Results of the Study. The last section discusses what has been learned from the research and talks about Implications for Future Test Development Efforts, which include (1) necessity of reading level indicator from reading passages; (2) the number of items available in a reading passage; and (3) information concerning the difficulty of items within the bank. A number of appendices include the materials developed as part of this study. (Author/GK)

ED 217 080 TM 820 342

Huntley, Renee M. Loyd, Brenda H.

The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.

Pub Date-Mar 82

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Difficulty Level, *Language Tests, Secondary Education, *Test Construction, Test Format, *Test Items

Identifiers-American College Testing Program, *Item Density

The study investigated the effect of ''item density'' on item difficulty in passage-related language tests. Item density refers to the number and frequency of items in relation to clear text. The format used was a passage with underlinings to signal the language situations out of which the items were constructed. American College Testing Program (ACT) Assessment experimental units were constructed that varied the number of items per sentence of text within the passage. Each of the 3 versions of the text contained 30 items and the proportional representation across the 5 item classifications was the same. Results suggest that item density significantly influences item difficulty. However, it could not be discerned which language classifications were particularly susceptible to the impact. The study suggested that the quality of passage-related language formats would be enhanced if test constructors presented no more than two test items per sentence. Achieving appropriate item density in these formats would seem to improve validity and reliability. (DWH)

ED 217 081 TM 820 343

Smith, Nick L., Comp.
Evaluation Contracting Checklist.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Sep 81
Note-16p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Check Lists, *Contracts, Evaluators, *Program Evaluation
Identifiers-Contractors, Negotiation Processes

This checklist was prepared as an aid to evaluators, funding agents, clients, members of program staff about to be evaluated, and pertinent audiences in planning, preparing, and reviewing contracts for conducting evaluation studies. It contains neither a set of ``how to'' procedures for constructing contracts, nor a discussion of the many technical, administrative, political, legal, and ethical issues concerned with evaluation contracting; it merely provides a list of questions and possible options to be considered when dealing with evaluation contracts. Sections include: (1) Initiating the Contract; (2) Contract Contents; and (3) Monitoring and Evaluating Contract Work. In any given instance, some of the questions in this checklist may be either irrelevant or addressed through other means (e.g. standard agency procedures) and so should be disregarded. For example, some of the items listed in Section 2: Contract Contents are often included in evaluation agreements by reference to existing agency documents. Provided, however, is a comprehensive list of reminders in a format usable by both technical and lay groups. For those interested in more detailed discussions of evaluation contracting, a short reading list is provided at the end of the checklist. (Author/GK)

ED 217 082 TM 820 345

Scott, Aurelia C. Bourexis, Patricia S.

Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date-21 Mar 82

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Appendix may be marginally legible due to small print.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, *Demonstration Programs, Elementary Secondary Education, *Evaluation Methods, *Program Evaluation, *State Programs

Identifiers-*Basic Skills Improvement Program, Elementary Secondary Education Act Title II, *Evaluability Assessment

The implications of the lessons learned through an evaluability assessment (EA) of the Title II Basic Skills Improvement Program (BSIP) for State Education Agency (SEA) support of model demonstration programs are discussed. The purposes, methodology and uses of the EA process are presented. Also included is a discussion of the details of the American Institute for Research in the Behavioral Sciences (AIR's) recent evaluability assessment of BSIP. The effect of the Education Consolidation and Improvement Act of 1981 on the program and on EA are considered. Those BSIP experiences in administering model demonstration programs which are applicable to state program managers and policymakers are described. (Author/GK)

ED 217 083 TM 820 408

Gilmer, Jerry S. Feldt, Leonard S.

The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.

Iowa Testing Programs, Iowa City.
Pub Date-Feb 82
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Testing, *Error of Measurement, *Mathematical Formulas, Mathematical Models, *Measurement Techniques, *Statistical Analysis, *Test Reliability
Identifiers-*Congeneric Tests, Monte Carlo Methods, Reliability Formulas, *Tau Equivalence, Test Length

The Feldt-Gilmer congeneric reliability coefficients make it possible to estimate the reliability of a test composed of parts of unequal, unknown length. The approximate standard errors of the Feldt-Gilmer coefficients are derived via a method using the multivariate Taylor's expansion. Monte Carlo simulation is employed to corroborate the theoretical approximations for eight hypothetical tests. The Feldt-Gilmer coefficients are shown to be appropriate with both congeneric and tau-equivalent parts. Their superiority over the special case of Kristof's coefficient increases with the number of parts. Their standard errors also compare favorably to that of Cronbach's alpha coefficient when applied to tests with tau-equivalent parts. Tables illustrate the charts. (Author/CM)

ED 217 084 UD 021 489

Selected Bibliography: Refugees and Refugee Migration.

National Council of the Churches of Christ of the United States of America, New York, NY. Church World Service.

Pub Date-Oct 80

Note-76p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Acculturation, *Adjustment (to Environment), Civil Liberties, Cultural Influences, Foreign Countries, Immigrants, International Law, International Programs, Land Settlement, Legislation, Mental Health, Migrant Children, *Migration, National Programs, *Political Influences, *Public Policy, *Refugees, Relocation, Social Problems

Identifiers-United States

This is a partially annotated bibliography of books, journal articles, and other materials on refugees and refugee issues from an international perspective and from the perspective of several countries around the world. The materials cover a range of topics including general theories on refugees; the refugee experience before 1960 and the situation after 1960; law and policy on refugees and refugee asylum; accounts of refugee flight and persecution; refugee agencies; and issues of resettlement, cultural adjustment, refugee children, refugee behavior and mental health, and cultural background. The materials are classified according to those that have a general or international scope, those that have specific reference to the United States, and those that refer to other countries. (MJL)

Tenhula, John, Ed.
Refugees and Sponsorship.
National Council of the Churches of Christ of the United States of America, New York, NY. Church World Service.
Pub Date-80
Note-16p.
Pub Type- Reports - General (140) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Church Programs, *Human Services, Land Settlement, *Planning, *Refugees, Religious Organizations, *Voluntary Agencies
Identifiers-*Church World Service, *Sponsors

This booklet describes the refugee resettlement activities of Church World Service (CWS), and explains the process of refugee sponsorship that constitute a major CWS concern. CWS is a cooperative organization of churches that serve as the relief and development arm of the National Council of Churches of Christ in the U.S.A. The booklet reviews the development of the Immigration and Refugee Program of CWS; summarizes the resettlement program under which refugees from several countries were permitted to enter the United States since the end of World War II; describes the organizational structure and functional network of the CWS refugee program; and discusses the basic responsibilities of the sponsor in providing necessary support for refugees until they can provide for their own needs. Individuals or groups may become sponsors, and sponsorship responsibilities include helping refugees obtain employment and the skills necessary for employment; soliciting donations of goods and services; making housing arrangements; and helping refugees adjust to their new environment. The report further discusses the financial and organizational aspects of sponsorship and explores the theological basis for refugee concerns. A list of persons who may be contacted for information and assistance concerning refugee sponsorship is included. (Author/MJL)

ED 217 086 UD 021 491

Haitian Refugees Need Asylum: A Briefing Paper.

National Council of the Churches of Christ of the United States of America, New York, NY. Church World Service.
Pub Date-9 Apr 80
Note-26p.
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Civil Liberties, Federal Legislation, Foreign Countries, *Haitians, Political Issues, Public Opinion, *Public Policy, *Refugees, *Totalitarianism

Identifiers-*Haiti, *Immigration and Naturalization Service

Haitian refugees who are seeking political asylum in the United States are finding themselves unwelcome. Although various reports attest to continuing persecution in Haiti under the repressive Duvalier regime, the U.S. Immigration and Naturalization Service claims that the Haitians seek only greater economic opportunity and are not genuine political refugees. Many Haitian refugees in the United States have been denied due process, subjected to superficial inquiry methods and coercive measures, put in jail, or sent back to Haiti as voluntary returnees.'' A State Department study team reported no evidence of persecution of refugee returnees in Haiti. However, the study methodology demonstrates flaws which render the team's conclusions questionable. The U.S. government contends that granting asylum to the refugees would lead to a mass influx of Haitians as well as of Mexicans, Caribbeans, and Central and South Americans. The facts refute this contention and demonstrate that generally, Haitian immigration to the United States has increased only during periods of severe threats to Haitian lives and liberty. Refugee policy must be able to distinguish between those who are fleeing persecution and those who only seek economic betterment. The Haitian situation demands that Haitian refugees be accorded special treatment by the U.S. government. (MJL)

ED 217 087 UD 022 129

Jansen, Clifford J. La Cavera, Lee R.

Fact-Book on Italians in Canada. First Edition.

Pub Date-81
Note-107p.; Not available in paper copy due to reproduction quality of original document.
Available from-Clifford J. Jansen, 034 McLaughlin College, York University, Downsview, Ontario, Canada M3J 1P3 ($10.00 Canadian).
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Census Figures, *Community Satisfaction, Cultural Background, *Demography, Foreign Countries, Immigrants, *Individual Characteristics, Migration Patterns, *Political Attitudes, Quality of Life, *Social Indicators, Socioeconomic Status
Identifiers-*Canada, *Italians

This fact book provides demographic, social, economic, and other statistical information of Italian immigrants in Canada. Based on the 1971 and 1976 censuses of Canada and on information from recent Italian and other Canadian sources, the fact book includes tables and figures on numbers of Italians in Canada by age, sex, and linguistic group; their origins and immigration experiences; socioeconomic characteristics; geographic location; estimates of future population; location in political subdivisions; and attitudes toward quality of life and political issues. Also provided is a bibliography containing 135 citations of journal articles, reports, and academic theses on the Italians in Canada. (MJL)

ED 217 088 UD 022 131

Klitz, Sally Innis
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project.
Connecticut Univ., Storrs.
Spons Agency-Aetna Life and Casualty, Hartford, Conn.
Pub Date-80
Note-73p.
Language-English; Spanish
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, *Community Programs, *Cultural Background, *Cultural Traits, Culture Conflict, Health, Hispanic Americans, *Human Services, Mental Health, Multicultural Education, *Puerto Ricans, Sex Role, Staff Development
Identifiers-Connecticut, *Puerto Rico

This manual was designed for use by Title XX field training personnel involved in providing services for Puerto Ricans in Connecticut. The manual is intended to develop cross cultural awareness by introducing the reader to the cultural orientations, social systems, and values of Puerto Ricans and other Hispanics. Included are background information on Puerto Rican geography, history, economy, and politics; a description of Hispanic value systems, family structure, religion, courtship and marriage practices, and health practices; a discussion of the Puerto Rican experience in the United States in politics, housing, employment and education; and a community social and health service model for Puerto Ricans. Also included are sample lessons for a Spanish language curriculum and a directory of Spanish speaking resource organizations in Connecticut. (MJL)

ED 217 089 UD 022 158

United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances.
National Catholic Educational Association, Washington, D.C.
Pub Date-Feb 82
Note-67p.
Available from-National Catholic Educational Association, 1 Dupont Circle, Suite 350, Washington, DC 20036 ($7.95).
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Catholic Schools, Declining Enrollment, *Educational Finance, Elementary Secondary Education, *Enrollment Trends, Minority Groups, *School Demography, School Personnel, Student Teacher Ratio

This report provides 1981-82 statistical information on Catholic elementary and secondary schools in the United States and discusses the significance and implications of some data. The data include national population, birth rate, and age trends; enrollment trends in public and private schools; enrollment trends in Catholic schools by type of school, regional location, and ethnic composition; pupil-teacher ratios; staff employed in Catholic schools; and operating expenses and other financial data on Catholic schools. A summary of the report's highlights suggests that: 1) the total number of public and private elementary and secondary school pupils continues to decline; 2) private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's; 3) Catholic school enrollments constitute a smaller sector of private education today than they did in the 1960's, although the 1981-82 enrollment decline in Catholic schools is the smallest since the 1960's; 4) the percentage of minority students in Catholic schools continues to increase; and 5) Catholic school faculty increased in 1981-82, but the pupil-teacher ratio declined. (Author/MJL)

ED 217 090 UD 022 179

Logan, Oscar Levon

Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities.

Pub Date-82

Note-179p.; Not available in paper copy due to author's restrictions; Ph.D. Dissertation, University of Wisconsin Madison.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Aesthetic Education, Affective Measures, *Art Teachers, *Black Culture, Higher Education, Information Dissemination, Knowledge Level, *Painting (Visual Arts), Questionnaires, *Racial Differences, *Teacher Attitudes, Visual Literacy

The purpose of this study was to assess the commitment of art instructors to the formal dissemination of information about black art and aesthetics as reflected in the performance of 54 instructors in 11 Southeastern colleges and universities. Instructors were evaluated in terms of their ability to identify 32 illustrations of salient and most often publicized art works, including 20 works by black artists and 12 by European or American white artists, and in terms of their ratings of 26 opposing statements taken from major writings on black art and aesthetics. Statistically significant differences were observed between black and white instructors' responses on the pro-value statements, with blacks scoring higher. Also, mean scores suggested that black instructors were able to identify more of the black as well as the white artists' works. The study concluded that black art instructors were more likely to convey information about black visual art and aesthetics than white instructors. Neither group's performance, however, showed evidence of a high level of commitment. (JCD)

ED 217 091 UD 022 189

Martinez, Jose A. And Others

Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.

Bethlehem Area School District, Pa.; Pennsylvania State Univ., University Park.

Spons Agency-Department of Education, Washington, DC.
Pub Date- 82
Grant-G008103252
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Class Activities, Cognitive Development, Demonstration Programs, *English (Second Language), *Experiential Learning, Home Programs, *Language Maintenance, Parent Participation, Primary Education, Program Implementation, Research Utilization, *Second Language Learning, *Spanish Speaking
Identifiers-Bethlehem Area School District PA, Elementary Secondary Education Act Title VII, *Piagetian Theory

Project P.I.A.G.E.T. (Promoting Intellectual Adaptation Given Experiential Transforming) is a demonstration program to train five year old Hispanic children in the English language while maintaining their Spanish language skills. The instructional program is based on Piagetian principles which recognizes thought and language development as a sequential process depending upon interaction with the environment; child interest and self regulation; adult guidance; peer group influence; and play processes. The project comprises classroom and home based programs located in four kindergarten sites in predominatly Hispanic communities. Classroom programs aim to develop communication and awareness skills by developing social and physical knowledge, representational skills, cognitive/logic/mathematics skills, self and cultural identity, and role playing skills. Home based programs are designed to deliver instructional support systems to children and their parents. Project P.I.A.G.E.T. uses current research results in program development, implementation, and evaluation. The project incorporates a plan for replication by providing for information dissemination, actual site visits, staff training and technical assistance, program installation, and evaluation at replication sites. (MJL)

ED 217 092 UD 022 190

Gross, Thomas And Others

Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis.

Pub Date-Mar 82
Note-64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Accountability, Change Agents, *Change Strategies, Community Involvement, Compensatory Education, Cooperative Planning, Disadvantaged Youth, *Educational Improvement, *Educational Planning, Elementary Secondary Education, Management by Objectives, *Organizational Development, Political Influences, *Program Effectiveness, School Business Relationship, Vocational Education
Identifiers-*New York City Board of Education, *School Effectiveness

This report describes and assesses seven school-based planning projects to raise student achievement levels in the New York City Public Schools. Based on the principles of organizational development, the projects are: 1) the Renewal Program, a planning partnership between several high schools and the Economic Development Council, a nonprofit business organization providing private resource assistance to the public sector; 2) the Management By Objectives System which emphasizes data-based planning and accountability; 3) the School Improvement Project which bases improvement efforts on a given set of criteria of effective schools; 4) the Local School Development Project which emphasizes collaborative planning among participating schools; 5) the Comprehensive Planning Unit, a group that helps schools maximize the use of resources and coordinate funded programs to reduce redundant or fragmented instruction; 6) Targeted Schools, which focuses on improving high schools with low achievement levels and high dropout rates; and 7) Schoolwide Projects which, under legal authorization, provides Title I compensatory education funds to all students (rather than a restricted number) in schools with large proportions of educationally deprived children. The report suggests that the programs lead to improved pupil achievement and attendance, describes the requirements for creating effective schools, and discusses other issues related to school-based planning. (Author/MJL)

ED 217 093 UD 022 191

School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-81
Note-1,051p.; Not available in paper copy due to reproduction quality of original document. For a related document, see UD 022 192.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Civil Rights, Community Attitudes, Constitutional Law, *Court Litigation, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Federal Legislation, Hearings, Minority Groups, Neighborhood Integration, Parent Attitudes, *Public Opinion, *Public Policy, Racial Discrimination, *School Desegregation, Social Influences, Urban to Suburban Migration, Whites
Identifiers-Congress 97th

This is the record of a series of Congressional subcommittee hearings on the progress, problems, and effectiveness of desegregation efforts in public schools. Included are statements and testimonies of educators, social scientists, legal scholars, public officials, and parents on the relative advantages and disadvantages of various desegregation methods; the effects of school desegregation on educational programs, academic achievement, housing patterns, and white flight; methods of implementing desegregation plans; and related issues. Descriptions of actual experiences with school desegregation in different communities, the results of research, and journal and newspaper articles serve to provide background information and to support statements concerning the effects of and public attitudes toward school desegregation. Discussions among subcommittee members and witnesses are recorded verbatim. (MJL)

ED 217 094 UD 022 192

School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-Mar 82
Note-35p.; For a related document, see UD 022 191.
Pub Type- Reports - General (140) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Community Support, *Court Role, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Employment, Federal Aid, *Federal Legislation, Hearings, Housing, *School Desegregation, Urban to Suburban Migration, Whites
Identifiers-Congress 97th

This report synthesizes the discussions and findings of a series of Congressional hearings on the status of desegregation and methods of implementation in elementary and secondary public schools. The report focuses on the legal framework of school desegregation, emphasizing that court ordered desegregation is called for only when segregation is shown to have been deliberate and when voluntary methods have failed; the importance of local leadership and community involvement in the desegregation process; the impact of desegregation on educational programs, academic achievement (of majority and minority group students), educational patterns, employment, and white flight; remedies to correct the effects of segregation such as busing, pupil reassignment, pairing and clustering of schools, magnet schools, and voluntary methods; Federal legislation and financial support; proposed Constitutional amendments concerning desegregation; and strategies for effective desegregation plans. The report concludes that desegregation, if effectively implemented, provides benefits not only to classrooms and schools but also to communities. It is emphasized that while desegregation has increased demands on schools and communities, the benefits outweigh the costs. The report also includes supplemental views of some subcommittee members who argue against forced busing and prefer to encourage other methods of desegregation. (Author/MJL)

ED 217 095 UD 022 193

Gary, Lawrence E., Ed.

Black Men.

Report No.-ISBN-0-8039-1654-X

Pub Date-81

Note-295p.

Available from-Sage Publications, Inc., 275 Beverly Drive, Beverly Hills, CA 90212 ($25.00).

Pub Type- Books (010)

Document Not Available from EDRS.

Descriptors-*Adjustment (to Environment), Black Attitudes, Black Culture, Black Education, *Blacks, Coping, *Cultural Influences, Demography, Drinking, Females, Feminism, *Individual Characteristics, Interpersonal Relationship, *Life Style, *Males, Parent Child Relationship, Prisoners, Religion, Research Needs, Sex Bias, Sex Role, Social Influences, Socialization, Social Services

The essays in this book examine some of the major issues affecting the behavior and status of black men in the United States. The volume is divided into four sections. Part one compares black and white men on such indicators as sex ratio, age distribution, marital and family status, educational attainment, employment, income, social and political participation, and health. Part two examines the influence of black culture on black male and female relationships; the impact of race and sex on the socialization of black male children; black fathers' interactions with their children; and the problems of black unwed adolescent fathers. Part three investigates social support systems, alcohol abuse, suicide, and adaptation strategies in relation to black men's attempts to cope with social stress and the environment. Part four discusses how black men relate to such social institutions as the educational system, prison systems, social welfare services, and religion. A concluding section summarizes directions and priorities for improving the quality of black men's lives. The need for more research and for strategies to strengthen black men's social role is emphasized. (Author/MJL)

ED 217 096 UD 022 194

Orfield, Gary

Budgets and Big City Education.

Pub Date-20 Mar 82
Note-60p.; Paper prepared for the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, Enrollment Trends, *Federal Aid, *Financial Problems, *Financial Support, Minority Groups, *Municipalities, Political Influences, Public Policy, *Research Needs, School Districts, State Aid, Urban Demography, *Urban Schools
Identifiers-Reagan Administration

The prospect of simultaneous cuts in Federal and State aid to public school education in some States poses a serious threat to large cities which suffer financial stress and face the added responsibility of educating large numbers of poor black and Hispanic children. Financial needs that might result from cuts in Federal aid cannot be met by State and city governments which, surveys show, face fiscal pressures of their own. Furthermore, central city public schools are experiencing a weakening political position because the majority of children who presently depend on public education are from disadvantaged minority groups and are not the children of people who control the economy and politics of the city. These sweeping changes demand that research in large city school districts address not only fiscal and management issues, but also the nature of urban societies, the future of public institutions, and the impact of budget cuts on students and the staff who make the schools function. (MJL)

ED 217 097 UD 022 195

Proposed Title I Cuts: A Problem for the South.
Southern Governors' Association, Atlanta, GA.
Pub Date-19 Mar 82
Note-37p.; Some tables marginally legible due to small print.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Compensatory Education, Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, Federal Programs, *Financial Problems, *Program Effectiveness, Public Opinion, Public Policy
Identifiers-*Elementary Secondary Education Act Title I, Puerto Rico, *United States (South)

This report examines the effectiveness of Title I of the Elementary and Secondary Education Act in meeting the special needs of underachieving students and describes the probable consequences of proposed cuts in Title I aid in seventeen southern States and Puerto Rico. A general description of Title I and the Federal role in educating the disadvantaged is followed by a discussion of Title I program effectiveness in the South. Title I is said to have been extremely successful in raising achievement levels of disadvantaged children. In addition, it is emphasized that public officials have favorable impressions of the program and that proposed budget cuts will result in fewer children being served, decreased staffing and quality of services, and increased social problems due to educational failure. Appendices include a resolution adopted by the Southern Governors' Association to oppose further cuts in Title I programs, and statistical data on Title I appropriations, expenditures, and financial consequences of budget cuts. (Author/MJL)

ED 217 098 UD 022 237

Madhere, Serge

Issues in **Remedial Program** Evaluation. ORET **Report No.** 3.

Newark Board of Education, NJ. Office of Research, Evaluation and Testing.

Pub Date-Oct 81

Note-60p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Gains, Comparative Analysis, *Compensatory Education, Elementary Education, Individualized Instruction, Learning Laboratories, Mainstreaming, *Program Effectiveness, *Teaching Methods

Identifiers-*Elementary Secondary Education Act Title I, *Newark School System NJ

This report consists of the descriptions and results of two studies carried out to examine Title I programs in the Newark, New Jersey, public schools. The Sustaining Effects Study focused on two groups of pupils: those who participated in Title I programs for two years (1979 to 1982), and those who received remediation for one year (1979-80) and because of their success did not need assistance in 1980-81. An extended Model-C analysis was performed for the first group and an Extended Model-A analysis was performed for the second group. Results show sustaining effects in grade 6 for both reading and math, in grade 5 for math only, and in grade 4 for neither component. The Instructional Strategy Study aimed at determining which instructional strategy (regular classroom, pull-out, or lab) has been most effective with Title I pupils. Twelve classes from grades two to seven were considered at four different schools. The impact of student overall academic standing and general program status was controlled. Results of the analysis of variance performed showed that the pull-out method tends to be the most effective, although where Title I enrollment was small, the lab approach was preferable. (Author/GC)

ED 217 099 UD 022 238

Azumi, Jann Madhere, Serge

Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.

Newark Board of Education, NJ. Office of Research, Evaluation and Testing.

Pub Date-Jan 82

Note-149p.; Prepared by the Office of Research, Evaluation and Testing, Program Monitoring and Evaluation.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academic Achievement, Administrator Role, Elementary Education, *Elementary Schools, *Institutional Characteristics, *Organizational Climate, School Demography, *Student Characteristics, *Success, Teacher Role

Identifiers-*Newark School System NJ

A study was carried out to investigate the organizational determinants of student achievement in 52 Newark, New Jersey, public elementary schools. Data consisted of information collected from questionnaires (for principals, teachers, and students) and school records, and of student reading and math achievement scores. Variables found to have a direct effect on student achievement included: (1) teacher expectations; (2) classroom instruction time; (3) frequency and amount of homework; (4) flexibility in grouping; (5) student attendance; (6) teacher absenteeism; (7) teacher commitment; (8) student morale; and (9) student aspiration. Variables found to have an indirect impact on achievement were staff competence; job codification; amount of communication and administrative support; teacher support of students; and frequency of administrative evaluation of teachers. The socioeconomic makeup of the student population was also found to affect student achievement and to affect organizational attributes of schools. (GC)

ED 217 100 UD 022 253

Bryant, Brenda L.

Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.

Creative Learning, Inc., Washington, DC.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date-Dec 81
Note-114p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, American Indians, Asian Americans, Blacks, Communication (Thought Transfer), Cultural Influences, Educational Background, Elementary Secondary Education, Equal Education, *Females, Hispanic Americans, *Minority Groups, *Self Concept, Sex Bias, Social Discrimination, Socioeconomic Background, *Student Teacher Relationship, *Teacher Attitudes, Teacher Workshops, Teaching Methods
Identifiers-*Teacher Expectations

This is a training module designed to help teachers convey expectations that lead to academic success among students, especially minority girls. The module was based on the recognition that low teacher expectations have contributed significantly to many minority girls' failure to achieve as much academic success as other students in American schools. The module consists of three units, each of which contains 1) a content outline; 2) suggested steps for teaching the content; 3) opening exercises to introduce concepts and ideas; 4) resource information from which the trainer can develop lectures; 5) group activities to reinforce concepts introduced in the lecture; and 6) exercises to help individual trainees gain a more in-depth understanding of key concepts. The units allow teachers to identify examples of teacher expectations; examine how expectations influence educational progress; identify sources of expectations; distinguish between realistic and biased expectations; and sharpen skills in communicating clear, realistic expectations to students. An annotated bibliography includes selected resources on race and sex bias in instructional materials, career guidance for minority girls, and background information on minority women. (Author/MJL)

ED 217 101   UD 022 255

Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70.

Commission on Civil Rights, Washington, D.C.

Pub Date-Nov 81

Note-62p.; Some footnotes may be marginally legible due to small type of original document.

Pub Type- Opinion Papers (120) - Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Affirmative Action, *Civil Rights, *Civil Rights Legislation, Community Attitudes, *Court Litigation, Equal Education, Equal Opportunities (Jobs), Females, Housing Discrimination, Minority Groups, *Quotas, *Social Discrimination

This report explores the issue of affirmative action within the context of a problem-remedy approach, where affirmative action is regarded as a response to the problem of race, ethnic, and sex discrimination. Part A investigates discriminatory attitudes and behavior as practiced consciously or unconsciously by individuals, organizations, or whole social structures. Part B examines how civil rights law acknowledges the existence of various forms of discrimination against women and minorities; discusses how these laws provide remedies to counteract discrimination through affirmative action plans that use race, sex, and national origin as criteria in decision making; and explains how voluntary affirmative action can be taken without incurring legal liability. Part C distinguishes between the proper use and the abuse of affirmative action plans and measures that take race, sex, and national origin into account in determining quotas. The report emphasizes that particular measures used in affirmative action plans are responses to the nature and extent of discrimination that is demonstrated to exist in a particular situation, rather than isolated practices intended to benefit certain groups. The appendix presents guidelines for implementing effective affirmative action plans in employment using the problem-remedy approach. (Author/MJL)

ED 217 102 UD 022 277

Duff, Ogle B. And Others

Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District.

Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Jun 81
Grant-G0078C0132
Note-129p.; Appendices marginally legible.
Pub Type- Guides - Non-Classroom (055) - Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Characteristics, *Affirmative Action, *Civil Rights, Constitutional Law, Court Litigation, Desegregation Effects, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Federal Legislation, Multicultural Education, Neighborhood Integration, Racial Integration, *School Desegregation, Social Discrimination, *Suburban Schools, Teacher Characteristics

This manual contains information to help predominantly white suburban school systems achieve racial integration and provide equal education and equal employment opportunities. The manual advocates a comprehensive approach that would direct affirmative action at students, curricular and extracurricular programs, all phases of employment, and public policy affecting housing. One section of the manual discusses the Constitutional and statutory basis of equal education and equal employment opportunity. Two succeeding sections describe the evolution of court litigation concerning discrimination in education and in employment. Another section provides suggestions for planning and implementing an equal education/equal employment opportunity program in racially segregated suburban schools by identifying factors essential to successful desegregation programs and describing how to develop an affirmative action policy and program. A final section discusses how, in a comprehensive approach, education, employment, and housing are linked; distinguishes between integration and desegregation; and demonstrates how equal opportunity reflects American ideals. Appendices provide supplementary information for implementing affirmative action programs in suburban schools. (Author/MJL)

ED 217 103 UD 022 278

Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.

National Association for Asian and Pacific American Education, Berkeley, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Grant-NIE-G-79-0063

Note-124p.; Not available in paper copy due to institution's restrictions.

Available from-National Association for Asian and Pacific American Education, 1414 Walnut Street, Room 9, Berkeley, CA 94709 (write for price).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian Americans, Educational Background, *Educational Researchers, Elementary Secondary Education, *Ethnic Groups, Higher Education, *Human Resources, *Researchers, Social Sciences

Identifiers-*Pacific Americans

This is a national resource directory of individuals involved in Asian and Pacific American research and education. The compilation lists individuals alphabetically and provides information on each person's education, current employment or affiliation, and research interests. An index allows the user to locate the scholars by research discipline, region of specialization, and ethnic or racial background. (MJL)

ED 217 104 UD 022 279

Allen, Walter R.

Figurative Language of Disadvantaged Blacks as Related to Poverty, Music, Poetry, Language and Reading.

Pub Date- 76
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Culture, *Black Dialects, Black Education, Disadvantaged Youth, Elementary Secondary Education, English, *Figurative Language, *Folk Culture, Music, Poetry, *Reading Improvement

The unjustified assumption that black children have limited verbal or articulation skills stems from the fact that blacks use figurative, nonliteral, and nonstandard language in the classroom. The language that most disadvantaged blacks learn at home and bring to the classroom is a restricted form born out of poverty and limited exposure to good language models. This kind of figurative language is reflected in black folk songs, spirituals, and poetry which express emotions, experiences, consciousness of the world, and religious fervor. The language in these literary forms is often mispronounced, misspelled, and ungrammatical, and must be translated to become meaningful to those who are used to standard English. Disadvantaged black children are often judged to be underdeveloped with respect to language. In fact, they have a fully developed language system which is different from standard, middle class English. Teachers' failure to recognize black language patterns as different rather than deficient leads to negative teacher attitudes, students' reading difficulties, and school failure. To improve disadvantaged black students' reading skills, it is important to adjust materials to suit the learner and hire competent reading teachers. (MJL)

ED 217 105 UD 022 282

Chan, Itty

The Hmong in America Their Cultural Continuities and Discontinuities.

Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date-81
Note-23p.
Pub Type- Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation, *Adjustment (to Environment), *Asian History, Bilingual Education, Community Programs, *Cultural Background, Cultural Influences, *Culture Conflict, Employment, Ethnicity, Family Structure, Federal Programs, Health Services, Housing, Political Influences, *Refugees, Socialization, *Socioeconomic Influences
Identifiers-*Hmong People

In adjusting to their new environment, Hmong refugees to the United States have attempted to preserve cultural traditions while accommodating the demands of American society and culture. The Hmong refugee background includes a tradition of close family ties and self sufficiency in the Laotian hinterlands; a history of war, hardship, and drastic life changes; and life in Thailand's refugee camps that was characterized by uncertainty, the distress of losing a homeland, and forced dependence on foreign aid. Their arrival in the United States has required new adjustments in culture, housing, language, education, employment, health practices, and family relations. The process of adjustment has resulted in some cultural discontinuities. While the traditional sense of kinship and the characteristics of independence and initiative continue to be reflected in Hmong life, changes have had to be made in family roles, marriage customs, and employment practices. Some culture gaps remain due to differences in American and Hmong perceptions concerning competitive employment, assimilation, and individual versus group worth. Bridging these gaps to achieve a cultural fit in Hmong adaptation to American life depends not only on how the Hmong adjust, but also on the extent to which the American mainstream recognizes a unique Hmong identity within the larger society. (MJL)

ED 217 106 UD 022 283

Prewitt Diaz, Joseph O.

A Selected Bibliography of Bilingual Special Education.

Pub Date-Jun 82

Note-12p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Cognitive Development, *Cultural Influences, Elementary Secondary Education, Exceptional Persons, *Language Acquisition, Learning Disabilities, *Minority Group Children, *Non English Speaking, Preschool Education, *Special Education

This is a bibliography of research on bilingual/special education for children in preschool through high school. Most of the references are journal articles written within the last five years or documents available from the Educational Resources Information Center (ERIC). Cited are works on cognitive development, language development, intelligence and intelligence testing, learning problems, educational needs, psychological characteristics, and cultural and social backgrounds of children from minority ethnic groups. (MJL)

ED 217 107 UD 022 284

Brewer, Kathleen Taran, Patrick A.

Manual for Refugee Sponsorship.

National Council of the Churches of Christ of the United States of America, New York, NY. Church World Service.

Pub Date-82

Note-99p.; Not available in paper copy due to institution's restrictions.

Available from-Church World Service Refugee Information Office, 475 Riverside Drive, Room 528, New York, NY 10115 ($5.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adjustment (to Environment), *Human Services, Migrant Welfare Services, Program Development, *Program Implementation, *Refugees, *Religious Organizations, *Relocation, Voluntary Agencies

Identifiers-*Church World Service

This manual provides guidelines for religious congregations interested in setting up programs to sponsor refugees. The manual describes the psychological implications of the refugee experience and discusses initial steps in organizing for sponsorship. Detailed information is provided for sponsors regarding: finances and mobilization of resources; housing provisions and refugee introduction to home management; English language instruction; assistance in securing employment; educational and vocational training; provision of transportation; refugee rights and responsibilities; medical and dental health care; mental health and social integration; and religious/spiritual resources. A list of resources on refugees and refugee problems is included. Appendices describe the immigration and refugee program of the Church World Service (the relief, refugee assistance, and development arm of the National Council of the Churches of Christ in the United States), and provide directories of church affliated agencies and individuals involved in refugee resettlement. (MJL)

ED 217 108 UD 022 286

Klitz, Sally Innis

The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Spons Agency-Aetna Life and Casualty, Hartford, Conn.; Office of Education (DHEW), Washington, D.C.

Report No.-ISBN-0-918158-08

Pub Date-80

Note-153p.; Original publication costs supported in part by the Hartford Jewish Federation and the Connecticut State Department of Education. Not available in paper copy due to institution's restrictions. For a related document, see ED 160 487.

Available from-University of Connecticut, The I.N. Thut World Education Center, Box U-32, Storrs, CT 06268 ($4.00 plus $0.80 postage).

Pub Type- Guides - General (050) - Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acculturation, *Cultural Background, European History, Immigrants, Instructional Materials, *Jews, *Judaism, *Political Influences, *Religious Cultural Groups, Secondary Education, *Sociocultural Patterns, United States History

Identifiers-Connecticut

This curriculum guide explores the Jewish ethnic and religious community in the United States generally, and specifically in Connecticut. Intended as a resource tool for studying the Jewish cultural heritage and traditions, the material may be used among Jews and non-Jews. The guide is divided into three parts. Part one is a detailed account of Jewish religious and political history. Part two contains information on the history of Jewish immigration to the United States; the assimilation of Jews into American society; the impact of Jewish culture and religion in American history; and the development of the Jewish cultural community within a pluralistic society. Part three describes the history and organization of the Jews in Connecticut and provides opportunities for students to conduct research on the Jews. Each section of the guide includes a bibliography, a list of instructional media and supplementary teaching aids, and suggested activities and discussion topics. (Author/MJL)

ED 217 109 UD 022 287

Reynolds, William Bradford
Justice Department Policies on Equal Employment and Affirmative Action.
Department of Justice, Washington, D.C. Civil Rights Div.
Pub Date-11 Jun 82
Note-15p.; Speech given before the National Conference on Labor (35th, New York, NY, June 11, 1982).
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affirmative Action, *Court Litigation, *Employment Practices, *Equal Opportunities (Jobs), Federal Government, Federal Legislation, *Public Policy, *Quotas, Racial Discrimination, Reverse Discrimination, Social Discrimination
Identifiers-Bakke v Regents of University of California, Department of Justice, Fullilove Case, Supreme Court, Weber v Kaiser Aluminum and Chemical Corporation

In these remarks, the Assistant Attorney General for the Department of Justice, Civil Rights Division, discusses the Department's policy to enforce Federal equal employment opportunity guarantees without supporting quotas and other numerical formulae that provide preferential treatment. The discussion counters the charge that this policy is inconsistent with the law as enunciated by the Supreme Court and as demonstrated in three cases often cited: 1) Bakke,'' a reverse discrimination case in which the court supported a school's interest in a diverse student body but upheld a student's individual right to be free from racial discrimination; 2) Fullilove,'' where minority set aside provisions in public works employment were supported; and 3) Weber,'' in which a race conscious quota scheme for employee training was upheld. It is contended that these legal precedents do not represent Supreme Court endorsements of quotas, but merely demonstrate that the limited use of racial criteria is not forbidden. It is emphasized that the Department's approach to race and sex discrimination in employment provides relief for identifiable victims of discrimination but removes considerations of color and gender in future hiring and promotion practices. (Author/MJL)

ED 217 110 UD 022 288

Duff, Ogle B. And Others

The Pros and Cons of Busing in Pennsylvania.

Pittsburgh Univ., Pa. Race Desegregation Assistance Center.

Pub Date-Jan 82

Note-28p.; Appendixes deleted because of superfluous material and poor reproducibility. Some tables may be marginally legible due to small print.

Pub Type- Opinion Papers (120) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Busing, *Community Attitudes, Consolidated Schools, Court Litigation, Desegregation Effects, Elementary Secondary Education, Expenditures, Racial Bias, *School Desegregation, *School District Reorganization, Social Influences, State Legislation, *Student Transportation

Identifiers-Act 372 (Pennsylvania), *Pennsylvania

Busing, or transporting students at public expense, has been practiced in the United States for over a century. The use of the term to mean transporting students for school desegregation purposes has been relatively recent. Most States started providing pupil transportation when legislation for school district consolidation was implemented, resulting in broader school district boundaries and increased student travel distances. Significantly, no substantial increases in busing have been observed since the courts ordered school desegregation. In Pennsylvania, busing is additionally mandated by Act 372 which requires school districts to transport (under certain distance criteria) nonpublic school students. Available data do not indicate whether students in the State are being bused because of school consolidation, desegregation, or Act 372. Opposition to busing in general and Act 372 in particular allegedly centers on the effects of busing on children's safety and welfare, academic and extracurricular activities, and travel time. In reality, resistance to busing is rooted in racism. A survey shows that Pennsylvania students are bused largely for reasons other than desegregation. Hence negative, desegregation oriented attitudes toward busing are misdirected myths that must be dispelled. (Author/MJL)

ED 217 111 UD 022 291

Glass, Gene V. And Others

School Class Size: Research and Policy

Pub Date-82

Note-160p.

Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 ($17.95).

Pub Type- Books (010) - Opinion Papers (120) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Academic Achievement, Classroom Environment, *Class Size, Comparative Analysis, *Educational Economics, *Educational Improvement, Educational Policy, Elementary Secondary Education, Foreign Countries, Parent Participation, *Political Influences, Research Methodology, *Small Classes, Student Attitudes, Student Teacher Ratio, Teacher Attitudes, Teaching Methods

Identifiers-Meta Analysis, Research Integration, Research Results

This book synthesizes research evidence to demonstrate that 1) class size is strongly related to pupil achievement; 2) smaller classes are more conducive to improved pupil performance than larger classes; 3) smaller classes provide more opportunities to adapt learning programs to individual needs; 4) pupils in smaller classes have more interest in learning; and 5) teacher morale in smaller classes is better. The authors suggest that smaller classes improve pupil achievement because they allow teachers to spend more time with individual students, and smaller classes lead to increased student attention. The book includes papers by six authorities - Peggy Stinnett of the Oakland (California) Board of Education; Bernard McKenna, a spokesman for the National Education Association; Albert Quie, Governor of Minnesota; Pamela Morgan Noli, principal of Howard Elementary School in Madera, California; Dean Jamison of The World Bank; and David Hamilton of the University of Glasglow - who explore the policy implications of the data supporting smaller classes from the perspectives of costs, alternatives to reduced class size, staff development, parental involvement, and the involvement of other social agencies. (Author/MJL)

ED 217 112   UD 022 292

McBee, Meridyth M.

Evaluation of the ESAA Program, 1980-81.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
Pub Date-Aug 81
Note-69p.
Journal Cit-Journal of Research and Evaluation of the Oklahoma City Public Schools; v11 n1 Aug 1981
Pub Type- Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, *Attendance, *Discipline, Elementary Secondary Education, Federal Programs, High School Students, Measurement Techniques, Minority Group Children, Parent Participation, *Program Effectiveness, *Self Concept, *Student Behavior, Teacher Attitudes, Teacher Workshops
Identifiers-Emergency School Aid Act 1972, Oklahoma City Public Schools

This report evaluates a project designed to reduce the number of student suspensions and disciplinary referrals in the Oklahoma City Public Schools. The report describes these four program components: 1) the Elementary Early Intervention Program to provide preventative services for students with absentee and school behavior problems; 2) the School Awareness and Adjustment Program for middle school students with adjustment difficulties in a large school environment; 3) the Elementary Developmental Guidance/Human Relations Program to promote positive student intergroup and intercultural relationships; and 4) the School Awareness and Intervention Program to reduce the overrepresentation of minority students involved in suspensions and other disciplinary actions at the high school level. Evaluation results indicate general improvements in classroom adjustment, self concept, and school awareness among targeted students, and decreased absentee and suspension rates. Data on the extent of parental involvement, attendance at teacher workshops, and teachers' and administrators' perspectives on the project are included. Recommendations concerning project objectives, data collection, and project scope are made. (MJL)

ED 217 113 UD 022 293

Kimball, George H.

Evaluation of 1980-81 Bilingual Title VII Program.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date-Nov 81
Note-46p.
Journal Cit-Journal of Research and Evaluation of the Oklahoma City Public Schools; v11 n3 Nov 1981
Pub Type- Reports - Evaluative (142) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, Administrator Attitudes, *Bilingual Education, Cultural Pluralism, Elementary Education, English (Second Language), Federal Programs, Inservice Teacher Education, *Language Proficiency, Measurement Techniques, Multicultural Education, Native Language Instruction, Parent Attitudes, Parent School Relationship, *Program Effectiveness, *Reading Skills, *Spanish Speaking, Student Attitudes, Teacher Attitudes
Identifiers-*Bilingual Programs, Elementary Secondary Education Act Title VII, Limited English Speaking, Oklahoma City Public Schools

This report presents evaluation results of an Oklahoma City Public Schools bilingual and multicultural education program to increase achievement levels and improve multicultural attitudes among Spanish speaking elementary school children of limited English proficiency. Results of English and Spanish tests of language proficiency in kindergarten to grade 2 who were tested on the acquisition of basic concepts considered to be prerequisites for language learning similarly showed significant performance gains. Teacher ratings indicated increases in students' positive attitudes toward their own culture and toward other cultures. Staff responses to questionnaires on the quality of inservice training and parent perceptions of classes in English as a Second Language for parents were generally favorable. In addition, parents expressed satisfaction with the bilingual education program for their children. Principals of the schools in which the program was implemented recommended that the program be continued, that new and updated materials be provided, and that further inservice training for teachers and aides be conducted. (Author/MJL)

ED 217 114 UD 022 295

Carter, George E.

Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans.

Pub Date-Nov 81

Note-17p.; Paper presented at the Annual Regional Southwest Pacific Conference of the National Association of Interdisciplinary Ethnic Studies (4th, Bakersfield, CA, November 20-21, 1981) and the Annual Conference on Ethnic Minority Studies of the National Association of Interdisciplinary Ethnic Studies (10th, Santa Clara, CA, April 14-17, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, Blacks, Employed Women, *Equal Opportunities (Jobs), *Federal Legislation, Higher Education, Minority Groups, *Public Policy, Quotas, *Social Discrimination, *Universities

Executive orders concerning nondiscrimination in employment have been issued by past administrations from Roosevelt to Kennedy. It was President Johnson who first used the term affirmative action'' in advocating employment regardless of race, creed, color, or national origin and who instituted requirements for organizations to develop affirmative action plans with numerical goals and timetables. Congressional legislation provided further for equal employment opportunities and for court litigation to enforce the law. These provisions were applied to educational institutions in 1971, when women earned less than men, minorities earned less than whites, and women and minorities comprised a disproportionately small percentage of the academic profession. Ten years later, the same conditions prevail, suggesting that affirmative action in the academic world has been ineffective. Furthermore, the affirmative action controvesy has been reversed, with the majority claiming that ethnic minorities receive preferential treatment and that whites suffer reverse discrimination. Discussions of affirmative action based on the false issues of quotas and reverse discrimination must be refocused. Furthermore, lack of support from the Reagan administration and bureaucratic failure in enforcing affirmative action emphasize the need for commitment and enforcement at local and institutional levels. (MJL)

ED 217 115 UD 022 304

Muffs, Judith Herschlag, Ed.

The Holocaust in Books and Films. A Selected, Annotated List.

B'nai B'rith, New York, N.Y. Anti-Defamation League.
Pub Date-82
Note-68p.; Not available in paper copy due to institution's restrictions. Publication made possible by a grant in memory of Fannie Marmalstein.
Available from-Center for Studies on the Holocaust, Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 ($5.00).
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Anti Semitism, Cultural Background, Elementary Secondary Education, *European History, Ghettos, Higher Education, *Jews, *Nazism, *Political Influences, *Religious Discrimination, Resource Materials, Socioeconomic Background, Socioeconomic Influences
Identifiers-Hitler (Adolf), *Holocaust

This is an annotated list of over 400 resource books and films on Jewish history before the Holocaust, the history and development of Nazism, experiences during the Holocaust and its aftermath, and the phenomenon of prejudice and anti-Semitism. Designed primarily for teachers and librarians in secondary schools and to some extent in elementary schools and colleges, the list codes the materials according to the reading levels for which they are considered appropriate. The materials are classified under 14 substantive categories and include fiction, biography, and nonfictional accounts. The guide also provides a directory of U.S. centers of Holocaust studies and related curricula. (MJL)

ED 217 116 UD 022 307

Confronting Racial Isolation in Miami.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jun 82
Note-362p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Bilingual Education, Black Community, *Blacks, *Community Characteristics, Community Programs, Delinquency, *Equal Education, *Equal Opportunities (Jobs), Ethnic Discrimination, Federal Programs, Hispanic Americans, Housing Needs, Public Policy, *Racial Discrimination, School Desegregation, Unemployment, Urban Demography, *Urban Problems, Vocational Education
Identifiers-Dade County Public Schools FL, *Florida (Miami), Juvenile Justice System

This report presents the findings of research and public hearings on the development of racial isolation in Miami, Florida. Maintaining that Miami's black community is isolated from the city as a whole, and that the sense of black isolation and frustration precipitated the civil disturbances in Miami in May of 1980, the report examines the causes of black alienation and the role of public and private leadership in correcting the situation. Identified as a major influence in the development of racial alienation is the urban renewal program which pushed large numbers of blacks out of their traditional neighborhoods and into isolated and severely deteriorated areas. Other manifestations of black isolation include high unemployment and a lack of access to job, training and advancement, adequate housing, the justice system, and equal educational opportunities among the city's black and minority population. It is concluded that solving Miami's problems requires a coordinated effort of public and private sectors to eliminate the underlying causes of racial isolation. Such efforts, it is maintained, should be directed toward dropout prevention; maximum school desegregation; efficient vocational and bilingual instruction; improved housing conditions; affirmative action in employment; and provision of greater access to the juvenile justice system and related services. (Author/MJL)

Aboriginal People
Aboriginal Learning Styles and the Three Rs.
ED 216 825//

Abstracts
Resources in Education (RIE). Volume 17, Number 10.
ED 216 092

Academic Achievement
Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials.
ED 216 881
Aptitudes and Length of Education. Technical Report 1981-7.
ED 217 059
Are We Putting a Loaded Gun in the Hand of a Baby?
ED 217 070
An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.
ED 216 908
Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.
ED 216 307
Can ESL English as a Second Language Students Survive in College?
ED 216 719
Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
ED 217 007
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.
ED 216 720
Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799
The Effect of Retention on Achievement.
ED 216 309
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870
A Limited Self-Paced, Individualized, Mastery Learning System.
ED 216 730
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 0[illegible]7
Open Education and Student Performance.
ED 216 797
Proposed Title I Cuts: A Problem for the South.
ED 217 097
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517
School Class Size: Research and Policy
ED 217 111//
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100
Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.
ED 216 285
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283

Academic Advising
Computer Enhanced Academic Alert and Advisement System.
ED 216 722
Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.
ED 216 742
Student and Faculty Expectations of Academic Advising. Preliminary Report.
ED 216 580

Academic Aptitude
The Effect of Retention on Achievement.
ED 216 309
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.
ED 216 334

Academic Deans
The Academic Dean.
ED 216 652
Four Indicators of Administrative Effectiveness.
ED 216 634

Academic Failure
First Year University Student Survey, 1981.
ED 216 576

Academic Libraries
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691
The Next Five Years for York University Libraries.
ED 216 703

Academic Persistence
The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.
ED 216 746
Can ESL English as a Second Language Students Survive in College?
ED 216 719
Distance Education: The Personal Response.
ED 216 658
Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667
Identifying Potential Dropouts: A Research Report.
ED 216 304
Screening, Retaining and Counseling Human Service Students.
ED 216 284
The 1980-1981 General College Retention Program, Final Report.
ED 216 595

Academic Rank (Professional)
Faculty Development and Achievement: A Faculty's View.
ED 216 626

Academic Standards
Assumptions of Standard Setting Methods.
ED 217 069
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.
ED 216 756

Academically Gifted
Foreign Language Projects for the Gifted Student.
ED 216 537//
The Role of Foreign Language Education for the Gifted and Talented Student. A Position Paper.
ED 216 515

Access to Education
Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147
Democratization of Higher Education: Issues and Trends.
ED 216 631
Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623

Accessibility (for Disabled)
The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).
ED 216 487
Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).
ED 216 486
The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 466
The Handicapped Student on College Campuses Advocacy, Responsibility, and Education. National Conference (3rd, Denver, Colorado, May 18-21, 1980).
ED 216 488

Accident Prevention
Sport Injuries for Females: Incidence and Prevention.
ED 217 034

Accountability
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).
ED 216 583
Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools.
ED 216 459

Acculturation
Selected Bibliography: Refugees and Refugee Migration.
ED 217 084
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''
ED 216 807

Achievement
Progress-Contingent Rewards: Do They Boost Children's Achievement?
ED 216 872

Achievement Gains
Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113
Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098

Achievement Need
Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes.
ED 217 002
Faculty Development and Achievement: A Faculty's View.
ED 216 626
Human Needs and Faculty Motivation.
ED 216 602

Achievement Rating
The Competence and Performance of Foreign Medical Graduates: Research and Implications.
ED 216 627

Achievement Standards
Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799

Achievement Tests
Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Acting
The Rhapsode as Singer and Actor.
ED 216 399

Activism
Student Politics. Perspectives for the Eighties.
ED 216 608//

Adjunct Questions
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.
ED 216 335

Adjustment (to Environment)
Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper.
ED 216 851
Black Men.
ED 217 095//
Four Comments.
ED 216 563//
The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105
Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper.
ED 216 850
Manual for Refugee Sponsorship.
ED 217 107
Selected Bibliography: Refugees and Refugee Migration.
ED 217 084

Administration
Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.
ED 216 497
Conferences That Work. Leadership Pamphlet #11.
ED 216 225

Administrative Change
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011

Administrative Organization
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011
Full Partner or Stepchild: Extending Functions of a University through a Branch Campus.
ED 216 751
Governance Model Alternatives for Organizing Library Systems.
ED 216 694
Institutional Management through Organization Development.
ED 216 733

Administrative Policy
Copyrights at Colleges and Universities.
ED 216 570
Nuclear Strategy and World Order: The United States Imperative.
ED 216 952

Administrative Principles
The Community College in the Eighties: Time for Reformation.
ED 216 723
The Japanese Form of Management: Will It Work in American High Schools?
ED 216 453

Administrative Problems
The Community College in the Eighties: Time for Reformation.
ED 216 723
Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724
Whose Dispute?
ED 216 762

Administrator Attitudes
The Academic Dean.
ED 216 652
Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness.
ED 216 752
Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region.
ED 216 748
Perceptions of Puppet Use by Public Library Administrators.
ED 216 697
PR and the Language Program.
ED 216 535//
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039

Administrator Characteristics
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044

Administrator Education
The Decision Seminar as a Training Framework: An Exploratory Assessment.
ED 216 443
University without Walls: An Alternative Approach to Management Education.
ED 216 575

Administrator Qualifications
Four Indicators of Administrative Effectiveness.
ED 216 634

Administrator Responsibility
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617
Evaluation of the Boards of Trustees: A President's Perspective.
ED 216 738
Insights into Engineering Education Administration.
ED 216 643

Administrator Role
Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.
ED 216 433
Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724
Developing Basic Skills Programs in Secondary Schools.
ED 216 449
Evaluation of the Boards of Trustees: A President's Perspective.
ED 216 738
The Legislature Doesn't Have a Glass Eye.
ED 216 761
Management in Institutions of Higher Learning.
ED 216 639//
A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment.
ED 216 708

Administrator Selection
Four Indicators of Administrative Effectiveness.
ED 216 634

Administrators
Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.
ED 216 775//
A Framework for Studying Schools as Work Settings for Women Leaders.
ED 216 441
The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614

Admission Criteria
Screening, Retaining and Counseling Human Service Students.
ED 216 284

Admissions Counseling
Enrollment, Marketing, and Retention in the Coming Decade.
ED 216 567

Adolescent Parents
Teenage Parents: Their Ambitions and Attainments.
ED 216 273
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Adolescents
Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office.
ED 216 212
The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future.
ED 216 471
Patterns of Verbal Communication in Strong Families.
ED 216 280
Teenage Parents: Their Ambitions and Attainments.
ED 216 273
Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262

Adopted Children
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

Adoption
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

Adult Basic Education
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709
Competency Mapping: A New Concept in ABE Needs Assessment.
ED 216 158
Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.
ED 216 329

Adult Development
Faculty Development and Achievement: A Faculty's View.
ED 216 626
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296
Workload and Stress in the Older Employee.
ED 216 251

Adult Education
Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147
Better Boards and Committees. Leadership Pamphlet #14.
ED 216 228
Conducting Workshops and Institutes. Leadership Pamphlet #9.
ED 216 223
Conferences That Work. Leadership Pamphlet #11.
ED 216 225
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148
Effective Public Relations. Leadership Pamphlet #13.
ED 216 227
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149
Getting and Keeping Members. Leadership Pamphlet #12.
ED 216 226
How to Lead Discussions. Leadership Pamphlet #1.
ED 216 215
How to Teach Adults. Leadership Pamphlet #5.
ED 216 219
How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6.
ED 216 220
Invitation to Lifelong Learning.
ED 216 747//
Planning Better Programs. Leadership Pamphlet #2.
ED 216 216
Planning Events for LD Adults.
ED 216 505
Retirement Planning Program.
ED 216 754
Streamlining Parliamentary Procedure. Leadership Pamphlet #15.
ED 216 229
Supervision and Consultation. Leadership Pamphlet #7.
ED 216 221
Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217
Training Group Leaders. Leadership Pamphlet #8.
ED 216 222
Training in Human Relations. Leadership Pamphlet #16.
ED 216 230
Understanding How Groups Work. Leadership Pamphlet #4.
ED 216 218
Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Adult Learning
How to Teach Adults. Leadership Pamphlet #5.
ED 216 219
Invitation to Lifelong Learning.
ED 216 747//

Adult Literacy
Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147
Literacy and Awareness of Segmental Structure in Adult Learners.
ED 216 510

Adult Programs
Secondary Adult Program 310 Report.
ED 216 152
Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series #12. Refugee Education Guide.
ED 216 521

Adult Students
Dimensions Underlying the Characteristics and Needs of Returning Women Students.
ED 216 59[illegible]
A Humanities Sequence for Adults at Ursuline College.
ED 216 386
Non-traditional Students: New Faces and New Issues.
ED 216 615
Structuring an Adult Learning Environment, Part III: The Team Approach.
ED 216 196
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154

Adults
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.
ED 216 734
A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153
Getting and Keeping Members. Leadership Pamphlet #12.
ED 216 226
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254

Advance Organizers
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330

Advanced Courses
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380

Adventure Education
Year-Round Camping Through Adventure Education Programs. An Occasional Paper.
ED 216 846

Advertising
Foreign Language Week: A Successful Public Relations Model.
ED 216 532
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352

Advisory Committees
Bilingual Education: Parents and Community Awareness Training Manual.
ED 216 841
Ensuring Educational Excellence through Business and Community Cooperation.
ED 216 840
Handbook for Indian Parent Committees.
ED 216 843
Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594

Aesthetic Education
Arts for the Gifted and Talented: Grades One Through Six.
ED 216 480
Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities.
ED 217 090
Education and the Mountain Centres. Second Edition.
ED 216 810

Affection
A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253

Affective Behavior
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260

Affective Domain
Language, Affect and the Symbolization of Value.
ED 216 526

Affirmative Action
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans.
ED 217 114
Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70.
ED 217 101
Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District.
ED 217 102
Justice Department Policies on Equal Employment and Affirmative Action.
ED 217 109

Afghanistan
The Afghani. Fact Sheet Series #5.
ED 216 519

Age Differences
Age Differences in Short Term Memory: Retention of Location and Distance Cues.
ED 217 023
Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260
A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information.
ED 217 025
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259
Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly.
ED 216 281

Agency Cooperation
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238

Agency Role
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793

Aggression
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.)
ED 216 295

Aging (Individuals)
The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging.
ED 216 275
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253
Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.
ED 216 252
Workload and Stress in the Older Employee.
ED 216 251

Aging Education
K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.
ED 216 976

Agricultural Colleges
The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657

Agricultural Education
The Humanities in the Two-Year Agricultural Technical College.
ED 216 744
Ornamental Horticulture. Post Secondary Curriculum Guide.
ED 216 134

Air Pollution
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816

Alabama
Factors Affecting Instructional Television Utilization in Alabama.
ED 216 698

Alaska
Women's Legal Rights in Alaska. Reprint.
ED 216 587

Alaska Natives
Rural Alaska WISC-R Norms.
ED 216 4[illegible]1
Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).
ED 216 831

Alcohol Education
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031
The Michigan State University Alcohol Education Project for Resident Students.
ED 216 574

Algebra
The Learning of Algebra: A Teaching Experiment.
ED 216 884

Allied Health Occupations
Nurse Aide. Post Secondary Curriculum Guide.
ED 216 132
Perspectives Regarding Allied Health Education & Occupations as Reported by Directors of Committee on Allied Health Education and Accreditation CAHEA-Accredited Programs.
ED 216 727

Allied Health Occupations Education
Health Occupations Cluster. Secondary Curriculum Guide.
ED 216 100
Medical Lab Technician. Post Secondary Curriculum Guide.
ED 216 130
Perspectives Regarding Allied Health Education & Occupations as Reported by Directors of Committee on Allied Health Education and Accreditation CAHEA-Accredited Programs.
ED 216 727
Radiological Technology. Secondary Curriculum Guide.
ED 216 137
The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.
ED 217 003
University without Walls: An Alternative Approach to Management Education.
ED 216 575

Alternative Energy Sources
Solar Energy Now.
ED 216 867//
A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976.
ED 216 426

Alumni
Involving Alumni in Career Assistance Programs.
ED 216 616

Alumni Associations
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594

Alumni Education
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594

Ambiguity
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336

American Indian Culture
A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 309
Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833
People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981.
ED 216 808

American Indian Education
The Aide in Indian Programs.
ED 216 844

Indian Education: A Manual for Program Management.
ED 216 845

Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801

The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults.
ED 216 811

Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).
ED 216 831

Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.
ED 216 806

American Indian History

A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 809

Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800

Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833

People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981.
ED 216 808

American Indian Literature

A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 809

American Indian Reservations

Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815

We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
ED 216 812

American Indian Studies

Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800

Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801

People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981.
ED 216 808

American Indians

Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814

A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 809

Handbook for Indian Parent Committees.
ED 216 843

Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833

Analytic Scoring

A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357

Ancillary School Services

The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).
ED 216 487

Development and Experiment in College Teaching, No. 16.
ED 216 609

Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised.
ED 216 714

Annual Reports

Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248

Anorexia Nervosa

Patterns of Verbal Communication in Strong Families.
ED 216 200

Anxiety

Communication Apprehension and the Speech Anxiety Peak Experience.
ED 216 417

The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354

Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
ED 217 017

Structuring an Adult Learning Environment, Part III: The Team Approach.
ED 216 196

Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387

Writing Anxiety: What Research Tells Us.
ED 216 393

Appalachia

Appalachian Regional Commission: 1981 Annual Report.
ED 216 853

Appliance Repair

Appliance Repair. Post Secondary Curriculum Guide.
ED 216 109

Applied Linguistics

Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981).
ED 216 533

Applied Statistics

Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.
ED 216 874

Aptitude Tests

Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Area Studies

Development Studies: A Case for New Legitimations of the Social Role of Higher Education?
ED 216 663

Arizona

Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness.
ED 216 752

Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.
ED 216 753

Arizona State University

Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801

Armenian

The Armenians. Fact Sheet Series #6.
ED 216 520

Armenians

The Armenians. Fact Sheet Series #6.
ED 216 520

Art Activities

The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.
ED 216 258

Art Education

Commercial Art. Secondary Curriculum Guide.
ED 216 096

Graphic Arts. Secondary Curriculum Guide.
ED 216 099

Art Teachers

Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities.
ED 217 090

Articulation (Education)

High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648

Artists

The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report.
ED 216 990

Asbestos

Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814

Asian Americans

Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.
ED 217 103

Asian History

The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105

Asian Studies

Asian Studies: A Catalogue of Asian Resources in Connecticut. Area Studies Resources Guides, Number One.
ED 216 962

Assertiveness

Single Mother's Resource Handbook.
ED 216 785

Assignments

Distance Education: The Personal Response.
ED 216 658

Homework as a Learning Experience. What Research Says to the Teacher.
ED 217 022

Associate Degrees

Degree Description for Associate Degrees in Nursing.
ED 216 735

Astronomy

Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

Athletes

Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes.
ED 217 002

The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021

Sport Injuries for Females: Incidence and Prevention.
ED 217 034

Twelve Great Basketball Offenses.
ED 217 005

Athletic Coaches

The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021

Athletics

Physical Education. A Program For All Seasons. Grades 7-12.
ED 217 018

Sport Injuries for Females: Incidence and Prevention.
ED 217 034

Atlanta Public Schools GA

Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067

Attachment Behavior

Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model.
ED 216 277

A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

Attendance

Evaluation of the ESAA Program, 1980-81.
ED 217 112

The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults.
ED 216 811

Attention

Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials.
ED 216 881

Attitude Change

The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.
ED 216 258

Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
ED 217 007

College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System.
ED 216 954

Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons.
ED 216 489

Mainstreaming: The Need to Prepare the Nondisabled.
ED 216 328

Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254

Self-Concept Change in Camp Staff.
ED 216 852

The Transition to a Process Approach to Writing Instruction.
ED 216 368

Attitude Measures

Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.
ED 216 307

College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899

Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors.
ED 217 037

Attitudes

The Humanities Behind the Walls.''
ED 216 389

Teenage Parents: Their Ambitions and Attainments.
ED 216 273

Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Attribution Theory

Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257

Audience Awareness

Ars Dictaminis'' and Modern Rhetorical Practice.
ED 216 390

Audience in Introductory Composition: Reducing the Pretending.
ED 216 375

Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361

Teaching Researchers to Write for Decisionmakers.
ED 216 385

Written Texts and Situational Contexts.
ED 216 363

Audience Response

A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Audio Equipment

Establishing a Telephone Conferencing System: The Dynamics of Doing It.
ED 216 676

Audiotape Cassettes

Oral Composition in the Classroom (Handicapped Students).
ED 216 470

Audiovisual Aids

Audiovisual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities.
ED 216 551//

The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546

Audiovisual Centers

International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 216 672

Audit Dress Rehearsal

Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.
ED 217 056

Auditory Stimuli

Mode of Processing Using the Split-Span Technique in Dichotic Listening.
ED 216 407

Australia

The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617

Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678

Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.
ED 216 687

Government Finance of Private Education: A Review of the Australian Experience.
ED 216 637

A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties.
ED 216 501

Australia (South Australia)

Declining Enrolments Implications for Rural Schools: A Case Study from South Australia.
ED 216 821//

Australian Council for Educational Research

Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050

Authenticity

Language, Affect and the Symbolization of Value.
ED 216 526

Authoritarianism

The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.
ED 216 412

Authors

Copyrights at Colleges and Universities.
ED 216 570

Auto Body Repairers

Auto Body. Post Secondary Curriculum Guide.
ED 216 104

Auto Body. Secondary Curriculum Guide.
ED 216 103

Auto Mechanics

Auto Mechanics. Post Secondary Curriculum Guide.
ED 216 110

Diesel Mechanics. Post Secondary Curriculum Guide.
ED 216 126

Autobiographies

Self Improvement Questions for College Teachers.
ED 216 577

Aversive Stimuli

Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490

Aviation Education

The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873

Aviation Mechanics

Aviation Mechanics. Post Secondary Curriculum Guide.
ED 216 111

Aztec (People)

Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

Back to Basics

Reconceptualizing Back-To-Basics.
ED 216 348

Barbers

Barbering. Post Secondary Curriculum Guide.
ED 216 112

Basic Skills

Basic Skills in a Longterm Perspective (BAS).
ED 216 308

Developing Basic Skills Programs in Secondary Schools.
ED 216 449

The Effect of Retention on Achievement.
ED 216 309

Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600

Reconceptualizing Back-To-Basics.
ED 216 348

Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools.
ED 216 459

Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067

The Role of Basic Skills Testing in Louisiana.
ED 217 066

Basic Skills Improvement Program

Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs.
ED 217 082

Basketball

Twelve Great Basketball Offenses.
ED 217 005

Basketball Offense

Twelve Great Basketball Offenses.
ED 217 005

Beginning Reading

Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332

Kindergartners Deal with Word Boundaries.
ED 216 333

Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades.
ED 216 324

Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.
ED 216 329

Beginning Teachers

Beginning Teachers as Learners: A Descriptive Report.
ED 217 036

Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030

Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020

Behavior Change

Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
ED 217 007

Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289

The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study.
ED 216 772

The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031

Vandalism Prevention Programs: A Case Study Approach.
ED 216 422

Behavior Modification

Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report.
ED 216 288

Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849

Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study.
ED 216 249

Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.
ED 216 285

Behavior Patterns

Communication Apprehension and Intercultural Nonverbal Coding.
ED 216 418

Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Behavior Problems

The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047

Behavior Rating Scales

The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047

Behavioral Objectives

Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709

Child Development, Care, and Guidance.
ED 216 243

Family Living and Parenthood.
ED 216 244

Human Services Practicum Program.
ED 216 278

Behavioral Science Research

Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskapliga Rapporter).
ED 216 645

Bem Sex Role Inventory

Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Bennington College VT

Bennington College: in the Beginning.
ED 216 572//

Bilingual Education

Bilingual Education: Parents and Community Awareness Training Manual.
ED 216 841

Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.
ED 216 805

The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836

Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

A Selected Bibliography of Bilingual Special Education.
ED 217 106

Bilingual Education Programs

Assessing Successful Strategies in Bilingual Vocational Training Programs.
ED 216 182

Bilingual Instructional Materials

Practicas de Oficina Para Duplicados, Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition.
ED 216 173

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition.
ED 216 174

Bilingual Materials

Know Your Laws. Czechoslovakian.
ED 216 194

Know Your Laws. French.
ED 216 190

Know Your Laws. German.
ED 216 192

Know Your Laws. Italian.
ED 216 195

Know Your Laws. Polish.
ED 216 191

Know Your Laws. Spanish.
ED 216 193

Bilingual Programs

Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113

Bilingual Students

Assessing English Literacy Skills: Writing.
ED 216 364

Bilingualism: Basic Principles.
ED 216 544//

Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.
ED 216 827

Improving Estimates of Achievement in Students with Limited English Proficiency.
ED 216 516

A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391

Bilingualism

Bilingualism: Basic Principles.
ED 216 544//

Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.
ED 216 827

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

Biographies

Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.
ED 216 640

Biological Influences

The Young Child: Reviews of Research, Volume 3.
ED 216 787//

Biological Parents

The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//

Biology

Better Science Through Safety.
ED 216 889

College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899

Student Misconceptions in Introductory Biology.
ED 216 880

Biomedicine

Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024

Birth Rate

Demography in the United States: Some Twentieth Century Myths.
ED 216 439

Eastern Europe: Pronatalist Policies and Private Behavior.
ED 216 944

Black Colleges

Progress Report on ELSP Program, 1979-80.
ED 216 589

Black Culture

Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities.
ED 217 090

Black Dialects

Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392

Figurative Language of Disadvantaged Blacks as Related to Poverty, Music, Poetry, Language and Reading.
ED 217 104

Black Education

Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147

Black Youth

Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392

A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.
ED 216 334

Blacks

Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147

Black Men.
ED 217 095//

Confronting Racial Isolation in Miami.
ED 217 116

Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study.
ED 216 272

Blindness

Evaluation of Cassette Braille.
ED 216 681

Block Program (Indiana University)

1981 Graduates of the Block Program. A Follow-up Study.
ED 217 015

Blue Collar Occupations

Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.
ED 216 157

Blue Ribbon Commissions

Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623

Board Administrator Relationship

Evaluation of the Boards of Trustees: A President's Perspective.
ED 216 738

Board of Education Policy

Board Spats Getting You Down? Here's How to Resolve Them.
ED 216 458

A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

What School Boards Can Do to Improve Teacher Competency.
ED 216 421

Board of Education Role

What School Boards Can Do to Improve Teacher Competency.
ED 216 421

Whose Dispute?
ED 216 762

Boarding Schools

The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//

Boards of Education

Are We Putting a Loaded Gun in the Hand of a Baby?
ED 217 070

Board Spats Getting You Down? Here's How to Resolve Them.
ED 216 458

Boston College MA

Boston College Libraries: Systems, Services, Resources.
ED 216 693

Braille

Evaluation of Cassette Braille.
ED 216 681

Brain Research

Brain Research: Implications for Learning.
ED 217 042

Branch Campuses

Full Partner or Stepchild: Extending Functions of a University through a Branch Campus.
ED 216 751

Breastfeeding

Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767

Broward Community College FL

Report on International Education Program at Broward Community College.
ED 216 731

Broward County Public Schools FL

SCOPE Plan for Excellence. A Citizens' Report and Recommendations for the Broward County School System.
ED 216 430

SCOPE Plan for Excellence. Final Recommendations as Amended and Approved by the School Board of Broward County, Florida.
ED 216 431

Brown University RI

The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 .
ED 216 618

Bruner (Jerome S)

Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.
ED 216 805

Buber (Martin)

Dialogue in the Classroom. ED 216 410

Budgeting

Resource Allocation in U. K. Universities. ED 216 612

Building Trades

Construction Cluster. Secondary Curriculum Guide. ED 216 097

Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9. ED 216 204

Burundi

Teaching English in Francophone Africa. ED 216 527

Business

Library Skills and Resources for Business Research. ED 216 696

Business Administration

Resources for the Family Day Care Provider. ED 216 778

Business Administration Education

Camelot Revisited: Public Administration Education in a Generic School. Management Research Program. ED 216 461

Liberal Learning and Professional Programs. ED 216 650

Business Communication

Focusing on Information: Using the Case Method in Introductory Business Writing. ED 216 351

Business Correspondence

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition. ED 216 174

Teaching Business Communications by the Traditional Writing and the Word Processing Methods A Comparison. ED 216 370

Business Education

Integrating Business and the Humanities. ED 216 763

Integrating the Humanities and Business Education: The Experience of International Business as an Example. ED 216 732

Business Skills

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition. ED 216 179

Medical Office Assistant. Post Secondary Curriculum Guide. ED 216 131

Busing

The Pros and Cons of Busing in Pennsylvania. ED 217 110

Cabinetmaking

Carpentry/Cabinet Making. Post Secondary Curriculum Guide. ED 216 113

California

Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season. ED 216 839

Arts for the Gifted and Talented: Grades One Through Six. ED 216 480

Handicapped Infant and Preschool Children: Program Guidelines. ED 216 479

Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons. ED 216 489

Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications. ED 216 832

Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report . ED 216 725

California (Bakersfield)

Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982. ED 216 734

Caliver (Ambrose)

Ambrose Caliver: Adult Educator and Civil Servant. ED 216 147

Camping

Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper. ED 216 851

Group Experience: The Essence of Camping. An Occasional Paper. ED 216 849

Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper. ED 216 850

Outdoor Unified Studies. ED 216 828

Self-Concept Change in Camp Staff. ED 216 852

Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper. ED 216 847

Year-Round Camping Through Adventure Education Programs. An Occasional Paper. ED 216 846

Canada

Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled. ED 216 268

Diverse and Disparate Options. A Range of Future Choices for York's Library Services. ED 216 702

Fact-Book on Italians in Canada. First Edition. ED 217 087

The Next Five Years for York University Libraries. ED 216 703

People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981. ED 216 808

Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada. ED 216 651

Survey of Drug Use in an Ottawa Board High School, January, 1981. ED 216 283

Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973). ED 216 831

Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41. ED 216 211//

University without Walls: An Alternative Approach to Management Education. ED 216 575

Canada Natives

People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981. ED 216 808

Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973). ED 216 831

Capital Outlay (for Fixed Assets)

Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper. ED 216 848

Career Awareness

Career Education Competency Checklist for the Learning Handicapped. ED 216 197

A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report. ED 216 153

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide. ED 216 178

Career Choice

Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report. ED 216 231

College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations. ED 216 628

Career Counseling

Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report. ED 216 231

Involving Alumni in Career Assistance Programs. ED 216 616

Project CODE: Career and Life Planning. Teacher Manual. ED 216 475

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide. ED 216 267

Student and Faculty Expectations of Academic Advising. Preliminary Report. ED 216 580

Career Development

Lincoln Head Start Career Development Plan. Revised Edition. ED 216 770

Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual. ED 216 245

Vocational Education for Migrant Youth. Information Series No. 238. ED 216 165

Career Education

Career Education Competency Checklist for the Learning Handicapped. ED 216 197

Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9. ED 216 164

Elements of Computer Careers. ED 216 683

Guidelines for Career Content in the Foreign Language Class. ED 216 545

Career Exploration

Career Education Competency Checklist for the Learning Handicapped. ED 216 197

Program Design for Summer Youth Training. ED 216 184

Career Guidance

Planning for College Success. ED 216 706

Career Ladders

Career Development in Institutional Research. ED 216 610

Career Planning

Career Education Competency Checklist for the Learning Handicapped. ED 216 197

Career Planning for Minority Women. Facilitator's Manual. ED 216 247

Handbook for Women in Transition. Book I Job Hunting Skills. ED 216 145

Lincoln Head Start Career Development Plan. Revised Edition. ED 216 770

Planning for College Success. ED 216 706

Careers

Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981). ED 216 533

Home Economics Careers in Apparel and Accessories. ED 216 242

The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice. ED 216 641

Caregivers

The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging. ED 216 275

Reciprocity and Affection: Past Influences on Current Caregiving. ED 216 253

Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences. ED 216 252

Caribbean

Educational Research in the English-Speaking Caribbean. ED 217 061

Carpentry

Carpentry/Cabinet Making. Post Secondary Curriculum Guide. ED 216 113

Case Records

A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data. ED 216 596

Case Studies

An Analysis of Uncertainty and Satisfaction: A Hospital Case Study. ED 216 408

Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed. ED 217 056

Focusing on Information: Using the Case Method in Introductory Business Writing. ED 216 351

Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes. ED 216 404

Catholic Educators

The Evolution of the New York Archdiocesan School System 1800-1967. ED 216 956

Catholic Schools

The Evolution of the New York Archdiocesan School System 1800-1967. ED 216 956

United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances. ED 217 089

What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981). ED 216 452

Censorship

School Public Library Censorship and the First Amendment. ED 216 448

Cerebral Palsy

Information Prosthetics for the Handicapped. Final Report. ED 216 500

Change

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women. ED 216 232

Change Agents

Anthropologists in Schools: School Ethnography and Ethnology. ED 216 566//

An Educator's Perspective: Ethnography in the Educational Community. ED 216 564//

Teacher as Change Agent. ED 217 013

Change Strategies

Education and Local Development. ED 216 818//

Implementing Research and Development in Schools: State-of-the-Art. ED 217 001//

Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007. ED 216 996

Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign. ED 216 682

A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment. ED 216 708

Nuclear Strategy and World Order: The United States Imperative. ED 216 952

Preparing for High Technology: Strategies for Change. ED 216 168

Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study. ED 216 249

Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis. ED 217 092

Character Education

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System. ED 216 954

Character Education Program

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System. ED 216 954

Check Lists

Evaluation Contracting Checklist. ED 217 081

Chemistry

Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials. ED 216 881

Better Science Through Safety. ED 216 889

An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation. ED 216 882

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry. ED 216 854//

Child Abuse

Problems of Intervention in Families with Deviant Children. ED 216 274

Child Advocacy

Working with Schools: For Parents of Children in Need of Exceptional Education. ED 216 482

Child Caregivers

Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982. ED 216 775//

Handbook for Caregivers: And Away We Go! ED 216 792

Resources for the Family Day Care Provider. ED 216 778

Child Development

Child Development, Care, and Guidance. ED 216 243

Four Young Children Construct Reality: Television Watching in the Home. ED 216 355

Research Findings Concerned with Fathers' Impact on Their Preschoolers. ED 216 773

Resources for the Family Day Care Provider. ED 216 778

The Young Child: Reviews of Research, Volume 3. ED 216 787//

Child Development Specialists

Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers. ED 216 784

Child Language

Definitions: The Conventionalization of Word Meaning. ED 216 512

Frequency-Count of English Words Appearing in Books Read in Elementary Schools. ED 216 326

Child Rearing

Child Development, Care, and Guidance. ED 216 243

Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series. ED 216 255

Child Welfare

Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982. ED 216 775//

Rural Child Welfare. ED 216 829

Child Welfare League of America

Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982. ED 216 775//

Childhood Attitudes

An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV. ED 216 796

What Children Could Learn from TV. ED 216 700

Childhood Needs

Handbook for Caregivers: And Away We Go! ED 216 792

Children

A Retrospective Discussion of the State of the Art in Ethnography in Education. ED 216 555//

Childrens Games

Ethnography of Children's Folklore. ED 216 561//

Play Theory of the Rich and for the Poor. ED 216 562//

Childrens Literature

Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books. ED 216 323

Childrens Social Attitudes Inventory

Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped. ED 216 493

Childrens Television

Entertainment, Education, and the Hard Sell: Three Decades of Network Children's Television. ED 216 413//

An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV. ED 216 796

China

China's Schools in Flux. Wingspread Brief. ED 216 983

Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two. ED 216 960

Chronological Age

Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly. ED 216 281

Church Programs

Refugees and Sponsorship. ED 217 085

Church Related Colleges

Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980. ED 216 581

Government and Campus: Federal Regulation of Religiously Affiliated Higher Education. ED 216 624//

Church World Service

Manual for Refugee Sponsorship. ED 217 107

Refugees and Sponsorship. ED 217 085

Citizen Participation

Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide and Companion to Study/Action Guide for Congregations and Religious Groups. ED 216 980

Citizen Participation: Models and Methods of Evaluation. Working Paper Series. ED 216 455

Making Policies for Children: A Study of the Federal Process. ED 216 776

Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers. ED 216 293

Civics

Know Your Laws. ED 216 189

Know Your Laws. Czechoslovakian. ED 216 194

Know Your Laws. French. ED 216 190

Know Your Laws. German. ED 216 192

Know Your Laws. Italian. ED 216 195

Know Your Laws. Polish. ED 216 191

Know Your Laws. Spanish. ED 216 193

Civil Engineering

Civil Technology. Surveying. Post Secondary Curriculum Guide. ED 216 114

Civil Liberties

Haitian Refugees Need Asylum: A Briefing Paper. ED 217 086

A Legal Perspective of Special Education: A Review. ED 216 503

Civil Rights

Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70. ED 217 101

Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District. ED 217 102

The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities. ED 216 466

Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary. ED 216 299

Civil Rights Legislation

Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70. ED 217 101

Class Activities

Guidelines for Career Content in the Foreign Language Class. ED 216 545

Living'' the Language Through Simulation. ED 216 543

The OMLTA Yearbook: 1982. ED 216 534

A Tribute to the Donkey. ED 216 476

Class Size

School Class Size: Research and Policy ED 217 111//

Classification

Fostering Cognitive Growth Through Writing. ED 216 383

Literary Genres and Style. ED 216 377

Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books. ED 216 323

The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum. ED 216 871

Classroom Communication

Dialogue in the Classroom. ED 216 410

Four Comments. ED 216 563//

Teacher Intellectual Disposition and Classroom Interaction. ED 216 384

Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School. ED 216 558//

Classroom Environment

Faculty Morale and Perceptions of Equity in the Classroom. ED 216 625

Classroom Observation Techniques

Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science. ED 216 869

The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis. ED 216 858

Classroom Research

Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978). ED 216 554

Classroom Techniques

The Aide in Indian Programs. ED 216 844

Ars Dictaminis'' and Modern Rhetorical Practice. ED 216 390

Aspects of the Teaching of Russian. ED 216 528

Audiovisual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities. ED 216 551//

Classroom Management and School Effectiveness in the 80's. ED 216 998//

Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis. ED 216 163

Effective Use of Time in Secondary Reading Classrooms. ED 216 343

Four Comments. ED 216 563//

Have You Disabled a Student Today? A Look at Teacher Effectiveness. ED 216 311

How to Teach Adults. Leadership Pamphlet #5. ED 216 219

How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6. ED 216 220

Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007. ED 216 996

It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.' ED 216 360

On the Art of Winging It.'' ED 216 542//

Responding to Teachers' Concerns with Qualitative Inquiry. ED 217 016

Solving Discipline Problems: Strategies for Classroom Teachers. ED 216 788//

The Structure of Classroom Events and Their Consequences for Student Performance. ED 216 557//

Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes. ED 216 404

Systematic and Objective Analysis of Instruction. Training Manual. ED 217 009

Clearinghouses

Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses. ED 216 181

Clerical Workers

Staffing Your Library/Media Center. ED 216 677

Client Behavior

Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort. ED 216 271

Client Characteristics

Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort. ED 216 271

Clinical Diagnosis

The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder. ED 217 047

Clinical Experience

A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data. ED 216 596

Clinics

Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980). ED 216 637//

Clothing

Home Economics Careers in Apparel and Accessories. ED 216 242

Cloze Procedure

Use Ratio for Computing Informal Reading Tests! ED 216 340

Code Switching (Language)

Bilingualism: Basic Principles. ED 216 544//

Cognitive Development

An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course. ED 216 900

Brain Research: Implications for Learning. ED 217 042

Fostering Cognitive Growth Through Writing. ED 216 383

Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children. ED 216 315

Kindergartners Deal with Word Boundaries. ED 216 333

Cognitive Measurement

Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico. ED 216 559//

Cognitive Processes

Children with a Perseverative Text Processing Strategy: The Effect of Text Organization. ED 216 316

The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study. ED 216 354

Cooperative Education Is a Superior Strategy for Using Basic Learning Processes. ED 216 186

Fostering Cognitive Growth Through Writing. ED 216 383

Four Young Children Construct Reality: Television Watching in the Home. ED 216 355

The Learning of Algebra: A Teaching Experiment. ED 216 884

Mode of Processing Using the Split-Span Technique in Dichotic Listening. ED 216 407

Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241. ED 216 335

Reconceptualizing Back-To-Basics. ED 216 348

The Structure of Narrative Retelling. ED 216 317

Text Processing Differences among Readers. ED 216 331

Cognitive Style

Aboriginal Learning Styles and the Three Rs. ED 216 825//

Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention. ED 217 075

Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget. ED 216 805

An Exploratory Investigation into the Nature of Literary Response. ED 216 353

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics. ED 216 530

Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children. ED 216 315

The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women. ED 216 259

Cognitive Tests

Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series. ED 217 050

Coherence

Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3. ED 216 553

The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose. ED 216 319

Cohesion (Written Composition)

Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3. ED 216 553

The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.
ED 216 319

Collective Bargaining

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.
ED 216 653

Collective Bargaining in Education, 1981: The State of the Art.
ED 216 456

The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620

College Administration

College Financial Management: Basics for Administrators.
ED 216 638//

Full Partner or Stepchild: Extending Functions of a University through a Branch Campus.
ED 216 751

Institutional Management through Organization Development.
ED 216 733

Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region.
ED 216 748

Management in Institutions of Higher Learning.
ED 216 639//

Removing the Mystique from Needs Assessment.
ED 216 729

College Admission

Democratization of Higher Education: Issues and Trends.
ED 216 631

College Attendance

Income Maintenance Programs and College Opportunity.
ED 216 621

College Bound Students

Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630

College Curriculum

Finding Exemplars of Research on Academic Programs.
ED 216 660

General Education: A New Force in Student Development.
ED 216 665

Reforming General Education: A Survey.
ED 216 655

The Role of Philosophy Programs in Higher Education.
ED 216 579

Three Dialogues on Liberal Education.
ED 216 573

College Desegregation

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667

College English

Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074

College Environment

Human Needs and Faculty Motivation.
ED 216 602

Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.
ED 216 668

College Faculty

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.
ED 216 653

Beyond Traditional Tenure. A Guide to Sound Policies and Practices.
ED 216 598//

A Causal Model of Faculty Research Productivity.
ED 216 661

Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346

Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622

Faculty Colleagueship Patterns and Research Productivity.
ED 216 633

Faculty Development and Achievement: A Faculty's View.
ED 216 626

Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981.
ED 216 737

Faculty Evaluation System: Teaching Faculty.
ED 216 712

Human Needs and Faculty Motivation.
ED 216 602

Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration.
ED 216 593

Instructional Resources Handbook for Higher Education.
ED 216 635

Intellectual Journeys in Faculty Development. Occasional Paper Number 14.
ED 216 591

The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620

A Model for Faculty Development in the Community College.
ED 216 743

Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
ED 216 728

Part-Time Faculty Effectiveness: Fulfilling the Need.
ED 216 741

The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614

Self Improvement Questions for College Teachers.
ED 216 577

Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636

College Freshmen

The American Freshman: National Norms for Fall 1981.
ED 216 606

The Basic Comp Class as Rhetorical Situation.
ED 216 347

Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074

Entry Level Skills Program Implementation Guide.
ED 216 588

First Year University Student Survey, 1981.
ED 216 576

Freshman Attrition and the Residential Context.
ED 216 586

High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657

Progress Report on ELSP Program, 1979-80.
ED 216 589

College Graduates

College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.
ED 216 628

Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666

Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers.
ED 216 749

A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153

The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.
ED 216 611

1981 Graduates of the Block Program. A Follow-up Study.
ED 217 015

College Housing

Freshman Attrition and the Residential Context.
ED 216 586

Indicators of Tuition, Room, and Board Prices: An Overview.
ED 216 659

College Instruction

Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678

The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//

Development and Experiment in College Teaching, No. 16.
ED 216 609

Faculty Evaluation System: Teaching Faculty.
ED 216 712

Human Services: The Challenge of the Introductory Course.
ED 216 270

Identifying the Context of Postsecondary Instructional Programs.
ED 216 632

On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656

College Libraries

Boston College Libraries: Systems, Services, Resources.
ED 216 693

College Outcome Measures Project

The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072

College Planning

Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724

Institutional Management through Organization Development.
ED 216 733

Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement.
ED 216 721

A Model for Faculty Development in the Community College.
ED 216 743

Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
ED 216 728

Planning for Excellence: A Case Model in a Large Urban Community College District.
ED 216 740

Removing the Mystique from Needs Assessment.
ED 216 729

Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623

Strategic Planning in an Urban Environment: Focus on Education.
ED 216 739

Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654

College Preparation

Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600

High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

College Presidents

Evaluation of the Boards of Trustees: A President's Perspective.
ED 216 738

Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region.
ED 216 748

College Programs

Academic Program Review in a Loosely Coupled System.
ED 216 587

As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges.
ED 216 764

Continuing Social Work Education Provision: Trends and Future Developments.
ED 216 599

Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622

Identifying the Context of Postsecondary Instructional Programs.
ED 216 632

Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801

Research on Program Quality.
ED 216 629

Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.
ED 216 592

College Role

The Community College in the Eighties: Time for Reformation.
ED 216 723

Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980.
ED 216 581

Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness.
ED 216 752

Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.
ED 216 753

Development of a Model Network of University/Community Team Leadership. Final Report.
ED 216 613

Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.
ED 216 756

The Legislature Doesn't Have a Glass Eye.
ED 216 761

Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report .
ED 216 725

College School Cooperation

High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648

College Science

College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899

Investigations in Science Education. Volume 8, Number 2.
ED 216 891

Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863

Minicomputers in the Teaching Laboratory - An Example from Physics.
ED 216 877

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry.
ED 216 854//

Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982).
ED 216 893

Student Misconceptions in Introductory Biology.
ED 216 880

College Second Language Programs

The Nuts and Bolts'' of Test Construction.
ED 216 541//

College Students

The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).
ED 216 487

Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601

Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).
ED 216 486

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667

The Handicapped Student on College Campuses Advocacy, Responsibility, and Education. National Conference (3rd, Denver, Colorado, May 18-21, 1980).
ED 216 488

Involving Alumni in Career Assistance Programs.
ED 216 616

The Michigan State University Alcohol Education Project for Resident Students.
ED 216 574

Non-traditional Students: New Faces and New Issues.
ED 216 615

Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585

The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021

Screening, Retaining and Counseling Human Service Students.
ED 216 284

Self-Concept Change in Camp Staff.
ED 216 852

Student Politics. Perspectives for the Eighties.
ED 216 608//

Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.
ED 216 372

The 1980-1981 General College Retention Program, Final Report.
ED 216 595

College Transfer Students

The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.
ED 216 746

The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758

Collegiality

Faculty Colleagueship Patterns and Research Productivity.
ED 216 633

Color

The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Commercial Art

Commercial Art. Secondary Curriculum Guide.
ED 216 096

Committee on Allied Health Education Accreditation

Perspectives Regarding Allied Health Education & Occupations as Reported by Directors of Committee on Allied Health Education and Accreditation CAHEA-Accredited Programs.
ED 216 727

Committees

Better Boards and Committees. Leadership Pamphlet #14.
ED 216 228

Communication (Thought Transfer)

The Application of Communication Theory and Research in the Legal Community.
ED 216 419

Communication Apprehension

Communication Apprehension and Intercultural Nonverbal Coding.
ED 216 418

Communication Apprehension and the Speech Anxiety Peak Experience.
ED 216 417

Communication Problems

Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406

Communication Research

An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405

An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.
ED 216 408

The Application of Communication Theory and Research in the Legal Community.
ED 216 419

Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406

Communication Apprehension and Intercultural Nonverbal Coding.
ED 216 418

Communication Apprehension and the Speech Anxiety Peak Experience.
ED 216 417

A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication.
ED 216 409

An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course.
ED 216 398

Interviewer Perceptions.
ED 216 414

Mode of Processing Using the Split-Span Technique in Dichotic Listening.
ED 216 407

A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

Research Findings from Student Performances of James Dickey's The Leap.''
ED 216 396

Communication Skills

Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406

A Communicative Innovational Change for Counselor Training Programs: A Social Systems View.
ED 216 416

Developing Basic Skills Programs in Secondary Schools.
ED 216 449

Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403

Functional Communication Competencies: A National Perspective.
ED 216 397

An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course.
ED 216 398

Management Basics for Minority Women. Facilitator's Manual.
ED 216 246

Nuts and Bolts and Butterflies.
ED 216 371

Political Communication Coursework and the Skills Utilized by Political Professionals.
ED 216 411

Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start.
ED 216 771

Communications

Development Communication Report. No. 37, March 1982.
ED 216 701

Communicative Competence (Languages)

Audiovisual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities.
ED 216 551//

Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).
ED 216 513

The OMLTA Yearbook: 1982.
ED 216 534

Community Action

Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217

Community Attitudes

An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma.
ED 216 838

Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.
ED 216 837

Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.
ED 216 753

The Pros and Cons of Busing in Pennsylvania.
ED 217 110

Community Centers

Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study.
ED 216 272

Community Characteristics

Confronting Racial Isolation in Miami.
ED 217 116

Community Colleges

As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges.
ED 216 764

The Community College in the Eighties: Time for Reformation.
ED 216 723

Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724

Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.
ED 216 753

The Legislature Doesn't Have a Glass Eye.
ED 216 761

Community Coordination

Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148

Appalachian Regional Commission: 1981 Annual Report.
ED 216 853

The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 .
ED 216 618

Community Education

An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma.
ED 216 838

Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.
ED 216 837

Education and Local Development.
ED 216 818//

Community Health Services

The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031

Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293

The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.
ED 217 003

Community Involvement

Development of a Model Network of University/Community Team Leadership. Final Report.
ED 216 613

Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769

Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217

Community Leaders

Eventos de Abril (April Events).
ED 216 842

Eventos de Marzo (March Events).
ED 216 802

Community Mental Health Centers

Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293

Community Programs

Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project.
ED 217 088

Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons.
ED 216 489

Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Community Recreation Programs

Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502

Community Resources

Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800

Community Satisfaction

Fact-Book on Italians in Canada. First Edition.
ED 217 087

Community Study

Social Studies Program Grade 1.
ED 216 970

Social Studies Program Grade 2.
ED 216 971

Social Studies Program Grade 3.
ED 216 972

Social Studies Program Grade 4.
ED 216 973

Community Support

School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views).
ED 217 094

Community Surveys

Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373

Comparative Analysis

Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention.
ED 217 075

Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420

An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079

Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Student Self-Selection and Test Repetition.
ED 217 065

Comparative Education

China's Schools in Flux. Wingspread Brief.
ED 216 983

Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two.
ED 216 960

Democratization of Higher Education: Issues and Trends.
ED 216 631

Development Studies: A Case for New Legitimations of the Social Role of Higher Education?
ED 216 663

Multinational Comparison of Terms in Higher Education.
ED 216 603

Compensatory Education

The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.
ED 216 434

Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064

Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098

Competence

The Competence and Performance of Foreign Medical Graduates: Research and Implications.
ED 216 627

Competency Goals and Performance Indicators K-12: Hearing Impaired Learners, Birth-Grade 12. Supplement.
ED 216 499

Competency Mapping: A New Concept in ABE Needs Assessment.
ED 216 158

Institutionalized Psychology and the Ethnography of Schooling.
ED 216 565//

What School Boards Can Do to Improve Teacher Competency.
ED 216 421

Competency Based Education

Child Development, Care, and Guidance.
ED 216 243

Family Living and Parenthood.
ED 216 244

Graphic Arts. Secondary Curriculum Guide.
ED 216 099

School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective.
ED 216 997//

Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series #12. Refugee Education Guide.
ED 216 521

Competency Based Teacher Education

Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172

Competency Mapping

Competency Mapping: A New Concept in ABE Needs Assessment.
ED 216 158

Competition

The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021

Competitive Selection

College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.
ED 216 628

Compliance (Legal)

Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.
ED 216 433

Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.
ED 216 624//

The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.
ED 216 507

Legal Services for Oregon School Districts.
ED 216 454

Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study.
ED 216 491

Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study.
ED 216 492

Maintenance of Effort Provisions: An Instrument of Federalism in Education.
ED 216 424

Sponsored Programs.
ED 216 571

Comprehensive Employment and Training Act

Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156

Comprehensive Tests of Basic Skills

Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077

Computation

Civil Technology. Surveying. Post Secondary Curriculum Guide.
ED 216 114

Drafting/Design Technology. Post Secondary Curriculum Guide.
ED 216 116

Use Ratio for Computing Informal Reading Tests!
ED 216 340

Computer Assisted Instruction

Applications of Computer Technology in Foreign Language Teaching and Learning.
ED 216 552//

Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678

Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.
ED 216 687

Computer Literacy for All High School Students.
ED 216 679

The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546
Information Prosthetics for the Handicapped. Final Report.
ED 216 500
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330
Microcomputers in Schools: Promise and Practice.
ED 216 451
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671
PLATO Use in Oklahoma Skill Centers. Final Report.
ED 216 150
Computer Assisted Testing
An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345
Computer Graphics
Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1930).
ED 216 678
Computer Literacy
Computer Literacy for All High Schcol Students.
ED 216 679
Elements of Computer Careers.
ED 216 683
Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised
ED 216 898
Computer Managed Instruction
Applications of Computer Technology in Foreign Language Teaching and Learning.
ED 216 552//
College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339
Computer Oriented Programs
Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678
Computer Enhanced Academic Alert and Advisement System.
ED 216 722
The Development of Programming Design Guides. Final Report.
ED 216 684
Elements of Computer Careers.
ED 216 683
Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863
Minicomputers in the Teaching Laboratory - An Example from Physics.
ED 216 877
Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982).
ED 216 893
Computer Programs
Evaluating Instructional Software for the Microcomputer.
ED 216 704
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671
Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.
ED 216 685
Computer Science Education
Elements of Computer Careers.
ED 216 683
Concept Formation
Four Young Children Construct Reality: Television Watching in the Home.
ED 216 355
Student Misconceptions in Introductory Biology.
ED 216 880
Concept Mapping
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900
Concept Teaching
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900
Conceptual Tempo
The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047
Conditioning
Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study.
ED 216 249
Conference Proceedings
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981).
ED 216 875
Conferences
Conferences That Work. Leadership Pamphlet #11.
ED 216 225
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149
Conflict
Evolution/Creation Teaching on Trial: Implications for Educators.
ED 216 948
Conflict Resolution
Conflict Resolution and Peace Studies: An Annotated Bibliography. Ethnic Studies Bulletin, Number Nine.
ED 216 965
Congeneric Tests
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083
Congress 97th
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.)
ED 216 295
Connecticut
Asian Studies: A Catalogue of Asian Resources in Connecticut. Area Studies Resources Guides, Number One.
ED 216 962
Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623
Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series.
ED 216 966
Conners Teacher Rating Scale
The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047
Conservation (Environment)
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994
Conservation Education
Solar Energy Now.
ED 216 867//
Consolidated Schools
Some Economic Aspects of the Provision of Educational Services in Rural Areas.
ED 216 822//
Consortia
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671
Construction (Process)
Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.
ED 216 204
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.
ED 216 203
Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1.
ED 216 201
Construction Materials
Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814
Consultants
The Role of Philosophy Programs in Higher Education.
ED 216 579
Supervision and Consultation. Leadership Pamphlet #7.
ED 216 121
Consultation Programs
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.
ED 217 056
Consumer Economics
Older Americans: A Review of Issues and Their Implications.
ED 216 301
Consumer Education
Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950
Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.
ED 216 989
Consumer Protection
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176
Content Analysis
Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361
Content Area Reading
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
ED 216 321
SQ3R Doesn't Work Or Does It?
ED 216 327
Context Clues
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336
Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289
Continuation Students
Secondary Adult Program 310 Report.
ED 216 152
Continuing Education
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855
Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.
ED 216 742
University Education (Continuing Education): Its Past, Present and Future.
ED 216 183
Contracts
Collective Bargaining in Education, 1981: The State of the Art.
ED 216 456
Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289
Evaluation Contracting Checklist.
ED 217 081
The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620
Sponsored Programs.
ED 216 571
Conventional Instruction
A Limited Self-Paced, Individualized, Mastery Learning System.
ED 216 730
Conversational Language Courses
Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//
Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).
ED 216 513
Cooking Instruction
A Cooking Curriculum.
ED 216 791
Cooperation
An Educator's Perspective: Ethnography in the Educational Community.
ED 216 564//
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.
ED 216 507
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176
Cooperative Education Is a Superior Strategy for Using Basic Learning Processes.
ED 216 186
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.
ED 216 213
Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241
Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240
Home Economics Careers in Apparel and Accessories.
ED 216 242
Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 178
Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177
Cooperative Institutional Research Program
The American Freshman: National Norms for Fall 1981.
ED 216 606
Cooperative Planning
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646
Cooperative Programs
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//
Museum School Partnerships: Plans and Programs. Sourcebook #4.
ED 216 945
Preparing for High Technology: Programs That Work.
ED 216 167
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington.
ED 217 027
Coordination
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142
Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095
Copper
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816
Copyrights
Copyrights at Colleges and Universities.
ED 216 570
Core Curriculum
General Education: Stopping the Pendulum But Can We Get Off?
ED 216 717
A Study of State Mandates and Competencies for Economics Education.
ED 216 946
Corporal Punishment
Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490
Correctional Education
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142
Designing an English Curriculum for Prisons.
ED 216 388
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.
ED 216 166
Correctional Rehabilitation
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142
Correlation
Aptitudes and Length of Education. Technical Report 1981-7.
ED 217 059
Bias in the Writing of Prose and Its Appraisal.
ED 217 073
Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.
ED 216 874
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.
ED 216 342
Correspondence Study
Correspondence Courses for Gifted Students.
ED 216 506
Cosmetology
Cosmetology. Post Secondary Curriculum Guide.
ED 216 106
Cosmetology. Secondary Curriculum Guide.
ED 216 105
Cost Effectiveness
Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary.
ED 216 779
A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.
ED 216 445
A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.
ED 216 745
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.
ED 216 680
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357
Cost Estimates
Indicators of Tuition, Room, and Board Prices: An Overview.
ED 216 659
Counseling Effectiveness
Faculty Evaluation System: Counseling Faculty.
ED 216 711
Counseling Services
The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).
ED 216 487
Counseling Techniques
Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series.
ED 216 255
Counselor Attitudes
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257
Counselor Client Relationship
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257
Counselor Evaluation
Faculty Evaluation System: Counseling Faculty.
ED 216 711
Counselor Role
The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications.
ED 216 341
Faculty Evaluation System: Counseling Faculty.
ED 216 711
Counselor Teacher Cooperation
The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications.
ED 216 341
Counselor Training
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View.
ED 216 416
Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.
ED 216 742
Course Content
Designing an English Curriculum for Prisons.
ED 216 388
Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).
ED 216 831
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415
Course Descriptions
The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873
Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241
Course Evaluation
The Application of Evaluation and Measurement Techniques in School Health Education.
ED 217 026
Course Organization
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380
Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240
Home Economics Careers in Apparel and Accessories.
ED 216 242
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415
The Transition to a Process Approach to Writing Instruction.
ED 216 368
Courses
Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801
Court Litigation
Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70.
ED 217 101
Educational Tort Liability and Malpractice.
ED 216 450
Justice Department Policies on Equal Employment and Affirmative Action.
ED 217 109
A Legal Perspective of Special Education: A Review.
ED 216 503
Public Broadcasting and the Public Forum Doctrine.
ED 216 401
School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 2?, November 4 and 19, 1981). Serial No. 26.
ED 217 093
School Public Library Censorship and the First Amendment.
ED 216 448
Court Role
Public Broadcasting and the Public Forum Doctrine.
ED 216 401
School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views).
ED 217 094
Creationism
Evolution/Creation Teaching on Trial: Implications for Educators.
ED 216 948
Creative Activities
The OMLTA Yearbook: 1982.
ED 216 534
Creative Thinking
Creative Play in Language Learning.
ED 216 536//
Creative Research: Getting Students to Take Charge.
ED 216 381
Creative Writing
Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366
The Basic Comp Class as Rhetorical Situation.
ED 216 347
A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.
ED 216 359
Creativity
Creative Play in Language Learning.
ED 216 536//
Credit Courses
Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.
ED 216 759
Credits
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601
Crime
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171
The Humanities Behind the Walls.''
ED 216 389
Crime Prevention
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352
Criminal Justice System
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984
Criminal Law
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984
Crisis Intervention
Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series.
ED 216 255
Criterion Referenced Tests
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048
ORES - Objective Referenced Evaluation in Science.
ED 216 876
Progress Report on ELSP Program, 1979-80.
ED 216 589
Critical Reading
Freedom, Restraint, and Peer Group Interaction.
ED 216 365
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'
ED 216 360
Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books.
ED 216 323
Television in the Classroom: Critical Viewing/Thinking Skill Development.
ED 216 337
Critical Thinking
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473
Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books.
ED 216 323
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259
Television in the Classroom: Critical Viewing/Thinking Skill Development.
ED 216 337
Cross Cultural Studies
Social Studies Program Grade 6.
ED 216 975
Cross Cultural Training
Integrating the Humanities and Business Education: The Experience of International Business as an Example.
ED 216 732
Crustal Evolution Education Project
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931
Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 934
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 925
Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 935
Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 929
Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 911
Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 919
Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 936
How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 922
How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 923
How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 917
How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 920
Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 937
Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 915
Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 912
Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 916
Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 910
Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 932
Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 921
Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 924
Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 926
Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 933
Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 927
The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938
A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 928
Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 913
Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 918
Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 939
What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 914
When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940
Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 930
Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 941
Cultural Activities
Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.
ED 216 837
Eventos de Abril (April Events).
ED 216 842
Eventos de Marzo (March Events).
ED 216 802
Positive Approach to Self-Awareness - Multicultural Awareness.
ED 216 783
Cultural Awareness
Contemporary Cultures: Issues and Answers.
ED 216 548//
The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546
Global Education: Fantasy, Reality, and the English Class.
ED 216 369
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
ED 216 525
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531
Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.
ED 216 943
Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523
My Russian Program is Alive and Growing.
ED 216 540//

The Numbers in Latin. Teacher's Guide. Tentative Edition. ED 216 522
People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981. ED 216 808
Positive Approach to Self-Awareness - Multicultural Awareness. ED 216 783
Teacher Education and Global Perspectives. Current Issues. ED 216 993

Cultural Background
The Afghani. Fact Sheet Series #5. ED 216 519
The Armenians. Fact Sheet Series #6. ED 216 520
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project. ED 217 088
Eventos de Abril (April Events). ED 216 842
Eventos de Marzo (March Events). ED 216 802
The Hmong in America Their Cultural Continuities and Discontinuities. ED 217 105
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition. ED 217 108
Play Theory of the Rich and for the Poor. ED 216 562//
Una Visita al Viejo San Juan (A Visit to Old San Juan). ED 216 803

Cultural Context
Aboriginal Learning Styles and the Three Rs. ED 216 825//
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978). ED 216 554
Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico. ED 216 559//
Ethnography in Education: Defining the Essentials. ED 216 556//
Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study. ED 216 640
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group. ED 216 767
A Retrospective Discussion of the State of the Art in Ethnography in Education. ED 216 555//
Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School. ED 216 558//

Cultural Differences
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time. ED 216 420
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs. ED 216 234
Rural Alaska WISC-R Norms. ED 216 481
Rural Child Welfare. ED 216 829
Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials. ED 216 806

Cultural Education
Indian Culture in the Classroom. A Joint Effort of the Community and School. ED 216 800
Living'' the Language Through Simulation. ED 216 543
Report on International Education Program at Broward Community College. ED 216 731
Una Visita al Viejo San Juan (A Visit to Old San Juan). ED 216 803

Cultural Influences
Black Men. ED 217 095//
A Selected Bibliography of Bilingual Special Education. ED 217 106
Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta. ED 216 514

Cultural Pluralism
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs. ED 216 234
Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series. ED 216 966

Cultural Traits
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project. ED 217 088

Culture Based Curriculum
Indian Culture in the Classroom. A Joint Effort of the Community and School. ED 216 800

Culture Conflict
Competing Value Systems in the Inner-City Schools. ED 216 560//
The Hmong in America Their Cultural Continuities and Discontinuities. ED 217 105
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's   Hunger of Memory.'' ED 216 807
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations. ED 216 793

Curriculum Design
Community Pre-Retirement Training Program: Final Report and Statistical Summary. ED 216 755
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College. ED 216 720
The Role of Basic Skills Testing in Louisiana. ED 217 066
The Role of Foreign Language Education for the Gifted and Talented Student. A Position Paper. ED 216 515
School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective. ED 216 997//
Standards of Learning Objectives for Virginia Public Schools: Language Arts. ED 216 400

Curriculum Development
Beyond the Widening Horizon: Rethinking Social Education. ED 216 955
Building Curricula When You Don't Have the Answer. ED 216 978
Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget. ED 216 805
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice. ED 217 040
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View. ED 216 416
The Content in Teacher Education Programs. ED 217 029
Course Development: Industrial or Social Process. ED 216 662
A Design for a Vocabulary Development Program. ED 216 376
General Education: Stopping the Pendulum But Can We Get Off? ED 216 717
Global Education: Fantasy, Reality, and the English Class. ED 216 369
A Humanities Sequence for Adults at Ursuline College. ED 216 386
An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course. ED 216 398
Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement. ED 216 721
Papers of the Society for the Study of Curriculum History. ED 216 995
Planning an Injection Mold Design Training Program. ED 216 144
Report of the Task Force on the Academic Program. ED 216 726
Report on International Education Program at Broward Community College. ED 216 731
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference   New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI. ED 216 817
Social Studies Program Grade K. ED 216 969
Social Studies Program Grade 1. ED 216 970
Social Studies Program Grade 2. ED 216 971
Social Studies Program Grade 3. ED 216 972
Social Studies Program Grade 4. ED 216 973
Social Studies Program Grade 5. ED 216 974
Social Studies Program Grade 6. ED 216 975
Solar Energy Task Force Report: Technical Training Guidelines. ED 216 705
South Dakota Social Studies Curriculum Guide, Kindergarten-Twelve. ED 216 985
Standards of Learning Objectives for Virginia Public Schools: Language Arts. ED 216 400
Teacher Education and Global Perspectives. Current Issues. ED 216 993
Textbook Use in a Central Ohio Elementary School. ED 216 968
What Do We Know About What We Do: Equity and Curriculum Research. ED 217 014

Curriculum Enrichment
The Humanities in the Two-Year Agricultural Technical College. ED 216 744
Teresita and Carlitos. ED 216 804

Curriculum Evaluation
An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma. ED 216 838
Guide to Selected Ethnic Heritage Materials: 1974-1980. ED 216 949
Teacher Opinions About Professional Education Training Programs. ED 217 043
Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors. ED 217 037

Curriculum Problems
Declining Enrolments Implications for Rural Schools: A Case Study from South Australia. ED 216 821//

Curriculum Research
Papers of the Society for the Study of Curriculum History. ED 216 995
What Do We Know About What We Do: Equity and Curriculum Research. ED 217 014

Curriculum Theories
Building Curricula When You Don't Have the Answer. ED 216 978
Papers of the Society for the Study of Curriculum History. ED 216 995

Cuyahoga Community College Cleveland OH
Part-Time Faculty Effectiveness: Fulfilling the Need. ED 216 741
Strategic Planning in an Urban Environment: Focus on Education. ED 216 739

Daily Living Skills
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide. ED 216 176
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981. ED 216 155
The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future. ED 216 471

Dallas County Community Colleges TX
Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources. ED 216 724

Dance
A Sourcebook for the Interpretation of Traditional Dance By Outdoor Museums and Historic Sites. ED 216 979

Data Analysis
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981). ED 216 214

Data Collection
Creative Research: Getting Students to Take Charge. ED 216 381
Evaluability Assessment: The Promise in Practice. ED 217 078
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227. ED 216 166
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981). ED 216 214
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report. ED 217 052

Data Processing
Elements of Computer Careers. ED 216 683

Databases
Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques. ED 216 957
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File. ED 216 903
Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File. ED 216 901
Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File. ED 216 902

Dating (Social)
A Preliminary Study of Nonverbal Cues and Relational Termination. ED 216 402

Daughters
Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences. ED 216 252

Day Care
Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary. ED 216 779
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary. ED 216 781
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis. ED 216 782
Early Childhood Education Study: Washington's Three and Four Year Olds. ED 216 798
Industry and Child Care Resource Bank. Alphabetical Title Bibliography. ED 216 774
Making Policies for Children: A Study of the Federal Process. ED 216 776

Day Care Centers
Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers. ED 216 784

Decennial Census Procedures
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training. ED 216 188

Decision Making
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report. ED 216 231
Career Planning for Minority Women. Facilitator's Manual. ED 216 247
The Decision Seminar as a Training Framework: An Exploratory Assessment. ED 216 443
Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept. ED 217 006
Interviewer Perceptions. ED 216 414
Making Policies for Children: A Study of the Federal Process. ED 216 776
Personal Development for Cooperative Part-Time Training. Coordinator's Guide. ED 216 177
Variable Perceptions of Decision: An Operationalization of Four Models. ED 216 604
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments. ED 216 812

Decision Making Interview
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report. ED 216 231

Decision Making Skills
Contingency Contracting: A Technique for Developing Responsibility and Self-Control. ED 216 289
Management Basics for Minority Women. Facilitator's Manual. ED 216 246

Decision Seminars
The Decision Seminar as a Training Framework: An Exploratory Assessment. ED 216 443

Declining Enrollment
Declining Enrolments Implications for Rural Schools: A Case Study from South Australia. ED 216 821//

Definitions
Definitions: The Conventionalization of Word Meaning. ED 216 512
Multinational Comparison of Terms in Higher Education. ED 216 603
Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education. ED 216 472

Degree Requirements
Degree Description for Associate Degrees in Nursing. ED 216 735

Deinstitutionalization (of Disabled)
Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report. ED 216 288

Delinquent Rehabilitation
Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper. ED 216 851

Delivery Systems
Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary. ED 216 779
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary. ED 216 781
Early Childhood Education Study: Washington's Three and Four Year Olds. ED 216 798
Housing the Elderly: Alternative Approaches. Reprint. ED 216 298
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study. ED 216 491
Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study. ED 216 492
Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly. ED 216 303
Older Americans: A Review of Issues and Their Implications. ED 216 301
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224. ED 216 207
Prevention and Control of Dental Disease through Improved Access to Comprehensive Care. ED 216 302
Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary. ED 216 299
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review. ED 216 485
Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series. ED 216 255
What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office ED 216 794

Demography
Fact-Book on Italians in Canada. First Edition. ED 217 087

Demonstration Programs
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9. ED 216 164
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs. ED 217 082
Handicapped Children's Early Education Program. 1981-82 Overview and Directory. ED 216 508
Learning from Experience: Evaluating Early Childhood Demonstration Programs. ED 216 777

Dental Assistants
Dental Assistant. Post Secondary Curriculum Guide. ED 216 115

Dental Health
Prevention and Control of Dental Disease through Improved Access to Comprehensive Care. ED 216 302

Dentistry
Dental Assistant. Post Secondary Curriculum Guide. ED 216 115

Dentists
Prevention and Control of Dental Disease through Improved Access to Comprehensive Care. ED 216 302

Department Heads
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments. ED 216 617
Evaluation and Professional Development for the Instructional Supervisor. ED 216 716
Insights into Engineering Education Administration. ED 216 643

Departments
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration. ED 216 593

Dependents
Demography in the United States: Some Twentieth Century Myths. ED 216 439

Depression (Psychology)
Women's Roles and Vulnerability to Depression. ED 216 250

Desegregation Effects
School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26. ED 217 093
School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views). ED 217 094

Desegregation Methods
School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26. ED 217 093
School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views). ED 217 094

Desegregation Plans
Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District. ED 217 102

Desensitization
Evaluation of Stress Management Education: The University of Maryland Model. ED 217 024

Design
Planning an Injection Mold Design Training Program. ED 216 144

Designers
Drafting/Design Technology. Post Secondary Curriculum Guide. ED 216 116

Developed Nations
Development Studies: A Case for New Legitimations of the Social Role of Higher Education? ED 216 663
Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries. ED 216 819//

Developing Nations
Development Communication Report. No. 37, March 1982. ED 216 701
Development Studies: A Case for New Legitimations of the Social Role of Higher Education? ED 216 663
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries. ED 216 187
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979). ED 216 690
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign. ED 216 682
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective. ED 216 691

Developmental Disabilities
Problems of Intervention in Families with Deviant Children. ED 216 274

Developmental Stages
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course. ED 216 900
An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies. ED 216 908
Ego Development and Power Base Reliance of School Principals. ED 216 444
Fostering Cognitive Growth Through Writing. ED 216 383
The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum. ED 216 871
Teaching With a Purpose: The Perry Scheme and the Teaching of Writing. ED 216 372

Developmental Studies Programs
Entry Level Skills Program Implementation Guide. ED 216 588
Progress Report on ELSP Program, 1979-80. ED 216 589
The 1980-1981 General College Retention Program, Final Report. ED 216 595

Diagnostic Tests
The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4. ED 216 750

Diagrams
An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems. ED 216 904

Dialects
Dialectal Interference and Attitudes in Composition. ED 216 378

Dichotic Listening
Mode of Processing Using the Split-Span Technique in Dichotic Listening. ED 216 407

Diesel Engines
Diesel Mechanics. Post Secondary Curriculum Guide. ED 216 126

Differences
The Moving Equilibrium: Roles in Rural Social Work Practice. ED 216 830

Difficulty Level
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests. ED 217 080

Directed Reading Activity
A Reading Lesson as the Reading Specialist Would Have Us Do It. ED 216 538//

Directories
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories. ED 216 670

Disabilities
The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981). ED 216 487
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report. ED 216 231
Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978). ED 216 486
Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped. ED 216 493
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9. ED 216 164
Handicapped Children's Early Education Program. 1981-82 Overview and Directory. ED 216 508
Handicapped Infant and Preschool Children: Program Guidelines. ED 216 479
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities. ED 216 464
The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities. ED 216 466
The Handicapped Student on College Campuses Advocacy, Responsibility, and Education. National Conference (3rd, Denver, Colorado, May 18-21, 1980). ED 216 488
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report. ED 216 507
Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)). ED 216 469
A Legal Perspective of Special Education: A Review. ED 216 503
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study. ED 216 491
Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study. ED 216 492
Mainstreaming: The Need to Prepare the Nondisabled. ED 216 328
Project CODE: Career and Life Planning. Teacher Manual. ED 216 475
Project Optimus/Outreach: End of Year Progress Report. ED 216 504
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review. ED 216 485
School Based Staff Support Teams: A Blueprint for Action. ED 216 498
Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities. ED 216 465
A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties. ED 216 501
Working with Schools: For Parents of Children in Need of Exceptional Education. ED 216 482

Disadvantaged
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224. ED 216 207

Disadvantaged Environment
Invisible in the Rural Landscape. ED 216 834
What Do I Do When I've Unlocked the Door and Turned the Lights On?'' ED 216 835

Disadvantaged Youth
Program Design for Summer Youth Training. ED 216 184

Disarmament
Nuclear Strategy and World Order: The United States Imperative. ED 216 952

Discipline
Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis. ED 216 163
Evaluation of the ESAA Program, 1980-81. ED 217 112
Solving Discipline Problems: Strategies for Classroom Teachers. ED 216 788//

Discipline Problems
Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis. ED 216 163

Discourse Analysis
Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3. ED 216 553

Discovery Learning
Learning Cycles for Basic Writers. ED 216 344

Discussion (Teaching Technique)
Literary Experience, A Neglected Essential. ED 216 306

Discussion Groups
How to Lead Discussions. Leadership Pamphlet #1. ED 216 215

Displaced Homemakers
Handbook for Women in Transition. Book II Being a Positive Person. ED 216 146
Handbook for Women in Transition. Book I Job Hunting Skills. ED 216 145

Distance Education
Course Development: Industrial or Social Process. ED 216 662
Distance Education: The Personal Response. ED 216 658

Divergent Thinking
Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students. ED 216 827

Doctoral Dissertations
A Framework for Studying Schools as Work Settings for Women Leaders. ED 216 441

Drafting
Drafting/Design Technology. Post Secondary Curriculum Guide. ED 216 116

Drama
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities. ED 216 464
The Rhapsode as Singer and Actor. ED 216 399

Drinking
The Michigan State University Alcohol Education Project for Resident Students. ED 216 574

Dropout Characteristics
Identifying Potential Dropouts: A Research Report. ED 216 304

Dropout Prevention
Enrollment, Marketing, and Retention in the Coming Decade. ED 216 567
Getting and Keeping Members. Leadership Pamphlet #12. ED 216 226
Identifying Potential Dropouts: A Research Report. ED 216 304
Keeping High Risk Students in School. ED 216 462
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego. ED 216 630

Dropouts
Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers. ED 216 749

Drug Abuse
Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980. ED 216 264

Drug Education
Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980. ED 216 264

Drug Rehabilitation
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort. ED 216 271
Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series. ED 216 255

Drug Therapy
Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980. ED 216 264

Drug Use
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort. ED 216 271
Survey of Drug Use in an Ottawa Board High School, January, 1981. ED 216 283

Due Process
The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981). ED 216 620

Duplicating Equipment
Office Duplication Practices. Teacher's Handbook. First Edition. ED 216 175
Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition. ED 216 173
Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition. ED 216 174

Early Childhood Education
Early Childhood Education Study: Washington's Three and Four Year Olds. ED 216 798
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981. ED 216 769
Learning from Experience: Evaluating Early Childhood Demonstration Programs. ED 216 777

Earth Science
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 931
Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 934
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 925
Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 935
Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 929
Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 911
Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 919
Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 936
How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 922
How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 923
How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 917
How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 920
Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 937
Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 915
Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 912
Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 916
Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 910
Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 932
Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 921
Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 924
Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 926
Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 933
Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 927
The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 938
A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 928
Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 913
Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 918
Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 939
What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 914
When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 940
Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 930
Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 941

Ecology
Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula. ED 216 905
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual ED 216 864

Economic Development
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980). ED 216 151
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications. ED 216 832
Strategic Planning in an Urban Environment: Focus on Education. ED 216 739

Economic Factors
Timber Production and Its Environmental Impacts. AIO Red Paper #21. ED 216 815
Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper. ED 216 848

Economic Impact
The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 . ED 216 618

Economic Opportunities
The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 . ED 216 618
Postdoctoral Appointments and Disappointments. ED 216 607

Economic Status
The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report. ED 216 990

Economically Disadvantaged
Competing Value Systems in the Inner-City Schools. ED 216 560//
Income Maintenance Programs and College Opportunity. ED 216 621
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33. ED 216 334

Economics
Annotated Bibliography. Conference Materials: Strategy Conference on Education and the Economy (Washington, D.C., September 22-24, 1981). ED 216 460

Economics Education
Research on Teaching College Economics: Selected Readings. ED 216 992
A Study of State Mandates and Competencies for Economics Education. ED 216 946

Edison State Community College OH
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series. ED 216 715

Editing
How to Prepare Original Motion Picture Film for Printing, Including A and B Rolls. ED 216 673

Education
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation. ED 216 236

Education for All Handicapped Children Act
Educating Hard of Hearing Children. Special Education in Transition 2. ED 216 496
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study. ED 216 491
Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study. ED 216 492
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary. ED 216 48

Education Work Relationship
The Application of Communication Theory and Research in the Legal Community. ED 216 419
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis. ED 216 666
Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers. ED 216 749
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980). ED 216 151
Political Communication Coursework and the Skills Utilized by Political Professionals. ED 216 411
Preparing for High Technology: A Guide for Community Colleges. ED 216 169
Preparing for High Technology: Strategies for Change. ED 216 168
Third Annual Employer Satisfaction Survey. ED 216 710
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41. ED 216 211//
University without Walls: An Alternative Approach to Management Education. ED 216 575
What to Do with What We Know and What to Do about What We Don't Know. ED 216 185

Educational Administration
Androcentric Bias in the Educational Administration Quarterly. ED 216 442

Educational Administration Quarterly
Androcentric Bias in the Educational Administration Quarterly. ED 216 442

Educational Anthropology
Anthropologists in Schools: School Ethnography and Ethnology. ED 216 566//
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978). ED 216 554
Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography. ED 216 958
Ethnography in Education: Defining the Essentials. ED 216 556//
A Retrospective Discussion of the State of the Art in Ethnography in Education. ED 216 555//

Educational Assessment
Academic Program Review in a Loosely Coupled System. ED 216 587
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed. ED 217 056
Conejo Valley Unified School District Master Plan for an Educational Results Information System. ED 217 055
Finding Exemplars of Research on Academic Programs. ED 216 660
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress. ED 216 321
A Longitudinal Study of Determinants of Educational Achievement: Final Report. ED 217 057
Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries. ED 216 819//
Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools. ED 216 459
A Study of State Mandates and Competencies for Economics Education. ED 216 946
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981). ED 217 019

Educational Attainment
Aptitudes and Length of Education. Technical Report 1981-7. ED 217 059
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82. ED 216 758
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41. ED 216 211//

Educational Attitudes
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982. ED 216 734

Educational Benefits
Cooperative Education Is a Superior Strategy for Using Basic Learning Processes. ED 216 186
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41. ED 216 211//
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 198[illegible]). ED 216 648

Educational Change
Papers of the Society for the Study of Curriculum History. ED 216 995
Reforming General Education: A Survey. ED 216 655
The Transition to a Process Approach to Writing Instruction. ED 216 368

Educational Cooperation
Manpower-Education Coordination: Two Decades of Frustration. Report #4. ED 216 [illegible]
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980). ED 216 151
Teacher Corps Networking: Purpose and Potential. A Position Paper. ED 217 033
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington. ED 217 027

Educational Counseling
Faculty Evaluation System: Counseling Faculty. ED 216 711

Educational Demand
Democratization of Higher Education: Issues and Trends. ED 216 631

Educational Development
Development Communication Report. No. 37, March 1982. ED 216 701
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981). ED 216 875

Educational Diagnosis
Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series. ED 217 050

Educational Economics
College Financial Management: Basics for Administrators. ED 216 638//
Indicators of Tuition, Room, and Board Prices: An Overview. ED 216 659
School Class Size: Research and Policy ED 217 111//

Educational Environment
Perceptions of the Quality of School Life: A Case Study of Schools and Students. ED 216 429
Pupil Personnel Services: Statement of Functions. ED 216 292

Educational Facilities
Aviation Mechanics. Post Secondary Curriculum Guide. ED 216 111
Declining Enrolments Implications for Rural Schools: A Case Study from South Australia. ED 216 821//
Diesel Mechanics. Post Secondary Curriculum Guide. ED 216 126
Food Service. Secondary Curriculum Guide. ED 216 107

Educational Finance
College Financial Management: Basics for Administrators. ED 216 638//
Declining Enrolments Implications for Rural Schools: A Case Study from South Australia. ED 216 821//
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979). ED 216 583
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI. ED 216 817
Some Economic Aspects of the Provision of Educational Services in Rural Areas. ED 216 822//
United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances. ED 217 089
Vocational Education. Report by the Secretary of Education to the Congress, 1981. ED 216 248

Educational Games
Games and Teaching Aids. ED 216 860
On the Art of Winging It.'' ED 216 542//

Educational History
The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction. ED 216 434
Bennington College: in the Beginning. ED 216 572//
Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two. ED 216 960
Evolution/Creation Teaching on Trial: Implications for Educators. ED 216 948
The Evolution of the New York Archdiocesan School System 1800-1967. ED 216 956
Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three. ED 216 961
Papers of the Society for the Study of Curriculum History. ED 216 995
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies. ED 216 647
The Politics of Federal Vocational Educational Legislation: 1963-1976. ED 216 093
Student Politics. Perspectives for the Eighties. ED 216 608//
University Education (Continuing Education): Its Past, Present and Future. ED 216 183
Using Oral History in Educational Studies. Multicultural Research Guides Series, Number One. ED 216 967

Educational Improvement
Higher Education Perspective of Classroom Management and School Effectiveness. ED 216 999//
The New York State Testing Program in Writing: Its Influence on Instruction. ED 216 350
School Class Size: Research and Policy ED 217 111//
SCOPE Plan for Excellence. A Citizens' Report and Recommendations for the Broward County School System. ED 216 430
SCOPE Plan for Excellence. Final Recommendations as Amended and Approved by the School Board of Broward County, Florida. ED 216 431
Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis. ED 217 092

Educational Innovation
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View. ED 216 416
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981). ED 216 875
A Selected Bibliography Related to Alternative School Systems. ED 216 446

Educational Legislation
Accountability and the Politics of Education. ED 216 423
Bilingual Education: Parents and Community Awareness Training Manual. ED 216 841
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems. ED 216 756
The Politics of Federal Vocational Educational Legislation: 1963-1976. ED 216 093
A Study of State Mandates and Competencies for Economics Education. ED 216 946

Educational Malpractice
Educational Tort Liability and Malpractice. ED 216 450

Educational Needs
Competency Mapping: A New Concept in ABE Needs Assessment. ED 216 158
Emerging Skills: Implications for Voc Ed. Information Series No. 234. ED 216 205
General Education: Stopping the Pendulum But Can We Get Off? ED 216 717
Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three. ED 216 961
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report ED 216 885
Rural Child Welfare. ED 216 829
Vocational Education for Gifted and Talented Students. Information Series No. 236. ED 216 206
Vocational Education for Migrant Youth. Information Series No. 238. ED 216 165

Educational Objectives
Conejo Valley Unified School District Master Plan for an Educational Results Information System. ED 217 055
The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5. ED 216 395
Invitation to Lifelong Learning. ED 216 747//
Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three. ED 216 961
Pupil Personnel Services: Statement of Functions. ED 216 292
School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective. ED 216 997//
Standards of Learning Objectives for Virginia Public Schools: Language Arts. ED 216 400
Style and Audience in Technical Writing: Advice from the Early Texts. ED 216 361
Three Dialogues on Liberal Education. ED 216 573

Educational Opportunities
Democratization of Higher Education: Issues and Trends. ED 216 631

Educational Philosophy
Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980. ED 216 581
Dialogue in the Classroom. ED 216 410
General Education: A New Force in Student Development. ED 216 665
Reconceptualizing Back-To-Basics. ED 216 348
SCOPE Plan for Excellence. A Citizens' Report and Recommendations for the Broward County School System. ED 216 430
SCOPE Plan for Excellence. Final Recommendations as Amended and Approved by the School Board of Broward County, Florida. ED 216 431

Educational Planning
Conejo Valley Unified School District Master Plan for an Educational Results Information System. ED 217 055
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues. ED 216 148
Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools. ED 216 459
SCOPE Plan for Excellence. A Citizens' Report and Recommendations for the Broward County School System. ED 216 430
SCOPE Plan for Excellence. Final Recommendations as Amended and Approved by the School Board of Broward County, Florida. ED 216 431
Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis. ED 217 092
Using Labor Market Information in Vocational Planning. R & D Series No. 228. ED 216 209

Educational Policy
The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction. ED 216 434
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis. ED 216 782
Policy Issues and Research Design. Contractor Report. ED 216 [illegible]
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report . ED 216 725

Educational Practices
China's Schools in Flux. Wingspread Brief. ED 216 983
Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two. ED 216 960
Early Childhood Education Study: Washington's Three and Four Year Olds. ED 216 798
Papers of the Society for the Study of Curriculum History. ED 216 995
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981). ED 216 172

Educational Principles
Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies. ED 216 329

Educational Products Information Exchange
Affecting the System through Productive Evaluation. ED 217 071

Educational Psychology
Institutionalized Psychology and the Ethnography of Schooling. ED 216 565//

Educational Quality
High Schools Today: Overview and Implications for the University of California, Berkeley. ED 216 642
Planning for Excellence: A Case Model in a Large Urban Community College District. ED 216 740
Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries. ED 216 819//
Research on Program Quality. ED 216 629
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI. ED 216 817

Educational Radio
Development Communication Report. No. 37, March 1982. ED 216 701

Educational Research
Ambrose Caliver: Adult Educator and Civil Servant. ED 216 147
Androcentric Bias in the Educational Administration Quarterly. ED 216 442
Brain Research: Implications for Learning. ED 217 042
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report. ED 217 063
Educational Research in the English-Speaking Caribbean. ED 217 061
The Effect of Retention on Achievement. ED 216 309
An Exploratory Investigation into the Nature of Literary Response. ED 216 353
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness. ED 216 644

Finding Exemplars of Research on Academic Programs.
ED 216 660
Philosophical Phenomenology: A Methodology for Holistic Educational Research. Multicultural Research Guides Series, Number Four.
ED 216 964
Policy Research and Educational Policy-Making: Toward a Better Connection.
ED 216 463
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981).
ED 216 875
Progress Report on ELSP Program, 1979-80.
ED 216 589
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095
Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.
ED 216 874
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651
Research on Teaching College Economics: Selected Readings.
ED 216 992
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.''
ED 216 143
Sampling and Selection Issues in Educational Ethnography.
ED 217 049
Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskapliga Rapporter).
ED 216 645
Using Oral History in Educational Studies. Multicultural Research Guides Series, Number One.
ED 216 967
What Do We Know About What We Do: Equity and Curriculum Research.
ED 217 014
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Educational Researchers
Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.
ED 217 103

Educational Resources
Instructional Resources Handbook for Higher Education.
ED 216 635
Pupil Personnel Services: Material Review List Recommendations.
ED 216 291
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

Educational Responsibility
Bilingual Education: Parents and Community Awareness Training Manual.
ED 216 841
Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981).
ED 217 004
Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.
ED 216 753
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.
ED 216 756

Educational Results Information System
Conejo Valley Unified School District Master Plan for an Educational Results Information System.
ED 217 055

Educational Strategies
Assessing Successful Strategies in Bilingual Vocational Training Programs.
ED 216 182
Building Curricula When You Don't Have the Answer.
ED 216 978
Cooperative Education Is a Superior Strategy for Using Basic Learning Processes.
ED 216 186

Educational Technology
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.
ED 216 680

Educational Television
Factors Affecting Instructional Television Utilization in Alabama.
ED 216 698
Homework as a Learning Experience. What Research Says to the Teacher.
ED 217 022
What Children Could Learn from TV.
ED 216 700

Educational Testing
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.
ED 217 046

Educational Theories
Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.
ED 216 805
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.
ED 217 040
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379

Educational Trends
General Education: Stopping the Pendulum But Can We Get Off?
ED 216 717
Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24.
ED 216 857
Perspectives Regarding Allied Health Education & Occupations as Reported by Directors of Committee on Allied Health Education and Accreditation CAHEA-Accredited Programs.
ED 216 727
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).
ED 217 019
University Education (Continuing Education): Its Past, Present and Future.
ED 216 183

Educational Vouchers
Vouchers Revisited: The Prospects for Education Vouchers in the Eighties.
ED 216 447

Educationally Disadvantaged
The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517

Educators
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.
ED 216 318

Efficiency
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//
Understanding How Groups Work. Leadership Pamphlet #4.
ED 216 218

Ego Development Theory
Family Relations and the Process of Differentiation. Publication 56.
ED 216 765

Elder Abuse
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.)
ED 216 295

Elections
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362

Electric Circuits
Appliance Repair. Post Secondary Curriculum Guide.
ED 216 109
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Electricity 3-3.
ED 216 202

Electrical Occupations
Electromechanical Technology. Post Secondary Curriculum Guide.
ED 216 118
Electronic Technology. Post Secondary Curriculum Guide.
ED 216 119
Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120

Electrical Technology
Electrical Technology. Post Secondary Curriculum Guide.
ED 216 117

Electrical Wiring
Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120

Electricity
Electrical Technology. Post Secondary Curriculum Guide.
ED 216 117
Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Electricity 3-3.
ED 216 202

Electromechanical Technology
Electromechanical Technology. Post Secondary Curriculum Guide.
ED 216 118

Electromyography
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
ED 217 017

Electronic Equipment
Evaluation of Cassette Braille.
ED 216 681

Electronic Technicians
Electrical Technology. Post Secondary Curriculum Guide.
ED 216 117
Electronic Technology. Post Secondary Curriculum Guide.
ED 216 119

Electronics
Electrical Technology. Post Secondary Curriculum Guide.
ED 216 117
Electronics Cluster. Secondary Curriculum Guide.
ED 216 098
Electronic Technology. Post Secondary Curriculum Guide.
ED 216 119
Radio and TV Repair. Post Secondary Curriculum Guide.
ED 216 136

Elementary School Mathematics
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897
An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.
ED 216 904
Games and Teaching Aids.
ED 216 860
Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896
MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861
M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.
ED 216 859
Progress-Contingent Rewards: Do They Boost Children's Achievement?
ED 216 872
Rx: Home Remedies for Math.
ED 216 862

Elementary School Science
Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science.
ED 216 869
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870
An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation.
ED 216 882
Navigation - Project CAPE Teaching Module.
ED 216 906
ORES - Objective Referenced Evaluation in Science.
ED 216 876
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885
The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum.
ED 216 871
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907
Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879

Elementary School Students
A Cooking Curriculum.
ED 216 791
Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept.
ED 217 006
Open Education and Student Performance.
ED 216 797

Elementary School Teachers
Responding to Teachers' Concerns with Qualitative Inquiry.
ED 217 016
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//

Elementary Schools
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099

Elementary Secondary Education
What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office
ED 216 794

Elementary Secondary Education Act Title I
Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098
Proposed Title I Cuts: A Problem for the South.
ED 217 097

Emerging Occupations
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205

Emotional Adjustment
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

Emotional Disturbances
Alternative Programs for Disruptive Youth.
ED 216 495
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257
Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490

Emotional Experience
Education and the Mountain Centres. Second Edition.
ED 216 810
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793

Employed Women
The Impact of Work on Women at Midlife.
ED 216 286
Learning from Experience. A Handbook for Adult Women Students.
ED 216 233
Self-Concept Change in Camp Staff.
ED 216 852

Employee Responsibility
Staffing Your Library/Media Center.
ED 216 677

Employer Attitudes
Third Annual Employer Satisfaction Survey.
ED 216 710

Employer Supported Child Care
Industry and Child Care Resource Bank. Alphabetical Title Bibliography.
ED 216 774

Employment
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort.
ED 216 271
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208

Employment Experience
The Impact of Work on Women at Midlife.
ED 216 286

Employment Interviews
Interviewer Perceptions.
ED 216 414
The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.
ED 216 611

Employment Level
Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.
ED 216 157
A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153
Women's Roles and Vulnerability to Depression.
ED 216 250

Employment Opportunities
The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 .
ED 216 618
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279
Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198
Involving Alumni in Career Assistance Programs.
ED 216 616

Employment Patterns
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666
Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers.
ED 216 749
A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.
ED 216 187
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141
Portrait of Urie Bronfenbrenner. Options in Education. Program No. 286.
ED 216 282
Postdoctoral Appointments and Disappointments.
ED 216 607
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256
Women and Minorities in Science and Engineering.
ED 216 890

Employment Potential
Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled.
ED 216 268
Program Design for Summer Youth Training.
ED 216 184

Employment Practices
Justice Department Policies on Equal Employment and Affirmative Action.
ED 217 109

Employment Problems
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.
ED 216 187
Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office.
ED 216 212
Workload and Stress in the Older Employee.
ED 216 251

Employment Programs
Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Employment Projections
Preparing for High Technology: Strategies for Change.
ED 216 168

Employment Qualifications
Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide.
ED 216 266
Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265
Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.
ED 216 267

Endowment Funds
College Financial Management: Basics for Administrators.
ED 216 638//

Energy
Solar Energy Now.
ED 216 867//

Energy Development
Solar Energy Now.
ED 216 867//

Energy Education
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

Engineering
Women and Minorities in Science and Engineering.
ED 216 890
The 5-Year Outlook on Science and Technology 1981.
ED 216 886
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 888

Engineering Education
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855
Insights into Engineering Education Administration.
ED 216 643
Liberal Learning and Professional Programs.
ED 216 650

Engineers
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141
Women and Minorities in Science and Engineering.
ED 216 890

Engines
Military Curriculum Materials for Vocational and Technical Education. Engine Principles, 8-3. Edition 5.
ED 216 180

English
Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058

English (Second Language)
The Afghani. Fact Sheet Series #5.
ED 216 519
The Armenians. Fact Sheet Series #6.
ED 216 520
Can ESL English as a Second Language Students Survive in College?
ED 216 719
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155
The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4.
ED 216 750
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091
Teaching English in Francophone Africa.
ED 216 527
Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series #12. Refugee Education Guide.
ED 216 521
Teaching Writing to ESL Students.
ED 216 529
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

English Curriculum
Designing an English Curriculum for Prisons.
ED 216 388
Global Education: Fantasy, Reality, and the English Class.
ED 216 369
Nuts and Bolts and Butterflies.
ED 216 371
Standards of Learning Objectives for Virginia Public Schools: Language Arts.
ED 216 400
The Transition to a Process Approach to Writing Instruction.
ED 216 368

English Instruction
A Design for a Vocabulary Development Program.
ED 216 376
An Exploratory Investigation into the Nature of Literary Response.
ED 216 353
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 464
A Holistic Approach to Language Literacy.
ED 216 325
Reconceptualizing Back-To-Basics.
ED 216 348
Standards of Learning Objectives for Virginia Public Schools: Language Arts.
ED 216 400

Enrichment
Nuts and Bolts and Butterflies.
ED 216 371

Enrichment Activities
Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800

Enrollment
Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801
Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248

Enrollment Influences
Enrollment, Marketing, and Retention in the Coming Decade.
ED 216 567
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154

Enrollment Projections
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601

Enrollment Trends
Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667
Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.
ED 216 759
United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances.
ED 217 089
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038

Entry Level Skills Program
Entry Level Skills Program Implementation Guide.
ED 216 588
Progress Report on ELSP Program, 1979-80.
ED 216 589

Environmental Education
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900
Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula.
ED 216 905
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual
ED 216 864
Land Use in Saskatchewan.
ED 216 865
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866
Solar Energy Now.
ED 216 867//

Environmental Education Research
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900

Environmental Influences
Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815

Environmental Standards
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Equal Education
Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.
ED 216 433
Confronting Racial Isolation in Miami.
ED 217 116
Equality and Opportunity in Rural Education.
ED 216 820//
Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries.
ED 216 819//
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517
Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.
ED 216 592
What Do We Know About What We Do: Equity and Curriculum Research.
ED 217 014

Equal Opportunities (Jobs)
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans.
ED 217 114
Confronting Racial Isolation in Miami.
ED 217 116
Justice Department Policies on Equal Employment and Affirmative Action.
ED 217 109

Equalization Aid
Equality and Opportunity in Rural Education.
ED 216 820//

Equipment Maintenance
Electromechanical Technology. Post Secondary Curriculum Guide.
ED 216 118
Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.
ED 216 122
Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.
ED 216 123
Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.
ED 216 124
Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.
ED 216 121

Equipment Utilization
Office Duplication Practices. Teacher's Handbook. First Edition.
ED 216 175
Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition.
ED 216 173
Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition.
ED 216 174

Equity Theory
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625

Equivalency Tests
Degree Description for Associate Degrees in Nursing.
ED 216 735

Error Analysis (Language)
An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345

Error of Measurement
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Error Patterns
The Learning of Algebra: A Teaching Experiment.
ED 216 884

Essays
Bias in the Writing of Prose and Its Appraisal.
ED 217 073

Ethical Instruction
Can Morality be Separated from Religion in the Teaching of Values?
ED 216 977

Ethics
Beyond the Widening Horizon: Rethinking Social Education.
ED 216 955

Ethnic Bias
Bias in the Writing of Prose and Its Appraisal.
ED 217 073

Ethnic Groups
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.
ED 216 839
Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.
ED 217 103
Guide to Selected Ethnic Heritage Materials: 1974-1980.
ED 216 949
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234
Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895

Ethnic Heritage Studies Program
Guide to Selected Ethnic Heritage Materials: 1974-1980.
ED 216 949

Ethnic Studies
Guide to Selected Ethnic Heritage Materials: 1974-1980.
ED 216 949

Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series. ED 216 966

Ethnography
Anthropologists in Schools: School Ethnography and Ethnology. ED 216 566//
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978). ED 216 554
Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico. ED 216 559//
An Educator's Perspective: Ethnography in the Educational Community. ED 216 564//
Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography. ED 216 958
Ethnography in Education: Defining the Essentials. ED 216 556//
Ethnography of Children's Folklore. ED 216 561//
Four Comments. ED 216 563//
Institutionalized Psychology and the Ethnography of Schooling. ED 216 565//
A Retrospective Discussion of the State of the Art in Ethnography in Education. ED 216 555//
Sampling and Selection Issues in Educational Ethnography. ED 217 049
The Structure of Classroom Events and Their Consequences for Student Performance. ED 216 557//
Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School. ED 216 558//

Ethnology
Anthropologists in Schools: School Ethnography and Ethnology. ED 216 566//

Etymology
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition. ED 216 525
Latin, The Language of Health Sciences. Teacher's Guide. ED 216 523
The Numbers in Latin. Teacher's Guide. Tentative Edition. ED 216 522

Europe (East)
Eastern Europe: Pronatalist Policies and Private Behavior. ED 216 944

European History
The Holocaust in Books and Films. A Selected, Annotated List. ED 217 115
Social Studies Program Grade 6. ED 216 975

Evaluability Assessment
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs. ED 217 082
Evaluability Assessment: The Promise in Practice. ED 217 078

Evaluation Criteria
Assumptions of Standard Setting Methods. ED 217 069
The Competence and Performance of Foreign Medical Graduates: Research and Implications. ED 216 627
Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled. ED 216 268
The Development and Validation of Criteria and Method for Evaluating Statewide Planning for Higher Education. ED 216 605
Evaluating Instructional Software for the Microcomputer. ED 216 704
Evaluation and Professional Development for the Instructional Supervisor. ED 216 716
Faculty Evaluation System: Counseling Faculty. ED 216 711
Faculty Evaluation System: Instructional Resources Faculty. ED 216 713
Faculty Evaluation System: Teaching Faculty. ED 216 712
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979). ED 216 583
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation. ED 216 689
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance. ED 217 046
MicroSIFT News. October 1980 ((and)) October 1981. ED 216 671
Research on Program Quality. ED 216 629
Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly. ED 216 281

Evaluation Methods
Alternative Methods for Collecting Data on Mental Health Treatment Outcome. ED 216 287
The Application of Evaluation and Measurement Techniques in School Health Education. ED 217 026
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed. ED 217 056
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program. ED 216 457
Citizen Participation: Models and Methods of Evaluation. Working Paper Series. ED 216 455
Developing an Evaluation Model for Gifted Programs. ED 216 474
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs. ED 217 082
Evaluating Instructional Software for the Microcomputer. ED 216 704
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227. ED 216 166
Faculty Evaluation System: Counseling Faculty. ED 216 711
Faculty Evaluation System: Instructional Resources Faculty. ED 216 713
Faculty Evaluation System: Teaching Faculty. ED 216 712
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation. ED 216 689
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use. ED 217 048
Identifying the Context of Postsecondary Instructional Programs. ED 216 632
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach. ED 217 053
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents. ED 216 668
Organizational and Political Tensions in Evaluation. ED 216 432
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.'' ED 216 143

Evaluation Needs
Citizen Participation: Models and Methods of Evaluation. Working Paper Series. ED 216 455
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227. ED 216 166

Evaluators
Assumptions of Standard Setting Methods. ED 217 069
A Study of Research and Evaluation Offices and Office Functions in the Public Schools. ED 217 060

Evolution
Evolution/Creation Teaching on Trial: Implications for Educators. ED 216 948

Exercise Physiology
The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times. ED 217 032

Exhibits
The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report. ED 216 990

Expectation
Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly. ED 216 281
Student and Faculty Expectations of Academic Advising. Preliminary Report. ED 216 580

Expenditures
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series. ED 216 649
Resource Allocation in U. K. Universities. ED 216 612

Experience
Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide. ED 216 266

Experiential Learning
Field Experience in Postsecondary Education: A Guidebook for Action. ED 216 578//
Learning from Experience. A Handbook for Adult Women Students. ED 216 233
Outdoor Unified Studies. ED 216 828
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100. ED 217 091

Experimental Programs
Development and Experiment in College Teaching, No. 16. ED 216 609

Expository Writing
Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English? ED 216 367
A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders. ED 216 359

Extension Education
Course Development: Industrial or Social Process. ED 216 662
University Education (Continuing Education): Its Past, Present and Future. ED 216 183

External Degree Programs
Degree Description for Associate Degrees in Nursing. ED 216 735
University without Walls: An Alternative Approach to Management Education. ED 216 575

Factfinding
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1. ED 216 149

Faculty Advisers
Student and Faculty Expectations of Academic Advising. Preliminary Report. ED 216 580

Faculty College Relationship
Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981. ED 216 653
Beyond Traditional Tenure. A Guide to Sound Policies and Practices. ED 216 598//
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981. ED 216 737
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents. ED 216 668
A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment. ED 216 708

Faculty Development
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop. ED 216 346
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981. ED 216 737
Intellectual Journeys in Faculty Development. Occasional Paper Number 14. ED 216 591
A Model for Faculty Development in the Community College. ED 216 743
Part-Time Faculty Effectiveness: Fulfilling the Need. ED 216 741

Faculty Evaluation
Evaluation and Professional Development for the Instructional Supervisor. ED 216 716
Faculty Evaluation System: Instructional Resources Faculty. ED 216 713

Faculty Publishing
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration. ED 216 593

Faculty Reassignment
Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty. ED 216 728

Faculty Workload
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area. ED 216 601

Family (Sociological Unit)
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season. ED 216 839

Family Characteristics
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season. ED 216 839

Family Day Care
Family Day Care: How to Provide it in Your Home. ED 216 766
Resources for the Family Day Care Provider. ED 216 778

Family Income
Income Maintenance Programs and College Opportunity. ED 216 621

Family Influence
Family Relations and the Process of Differentiation. Publication 56. ED 216 765
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning. ED 216 254
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.'' ED 216 807
Teenage Parents: Their Ambitions and Attainments. ED 216 273

Family Involvement
The Challenge of Partnership: Working with Parents of Children in Foster Care. ED 216 780//

Family Life
Portrait of Urie Bronfenbrenner. Options in Education. Program No. 286. ED 216 282
Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School. ED 216 558//

Family Life Education
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators. ED 216 269
Family Living and Parenthood. ED 216 244
Social Studies Program Grade 1. ED 216 970

Family Planning
Teenage Parents: Their Ambitions and Attainments. ED 216 273

Family Problems
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis. ED 216 257
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.) ED 216 295
Problems of Intervention in Families with Deviant Children. ED 216 274

Family Programs
Learning from Experience: Evaluating Early Childhood Demonstration Programs. ED 216 777
Making Policies for Children: A Study of the Federal Process. ED 216 776

Family Relationship
Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model. ED 216 277
The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study. ED 216 772
The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging. ED 216 275
Female Bonding among Low Income Mothers. ED 216 290
Patterns of Verbal Communication in Strong Families. ED 216 280
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning. ED 216 254
Reciprocity and Affection: Past Influences on Current Caregiving. ED 216 253

Family Role
The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging. ED 216 275

Family Structure
Patterns of Verbal Communication in Strong Families. ED 216 280

Far West Teacher Corps Network WA
Teacher Corps Networking: Purpose and Potential. A Position Paper. ED 217 033

Fashion Industry
Home Economics Careers in Apparel and Accessories. ED 216 242

Fathers
Research Findings Concerned with Fathers' Impact on Their Preschoolers. ED 216 773

Federal Aid
Budgets and Big City Education. ED 217 096
Government Finance of Private Education: A Review of the Australian Experience. ED 216 437
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II. ED 216 582
Maintenance of Effort Provisions: An Instrument of Federalism in Education. ED 216 424
Proposed Title I Cuts: A Problem for the South. ED 217 097

Federal Government
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness. ED 216 644
Know Your Laws. ED 216 189
Know Your Laws. Czechoslovakian. ED 216 194
Know Your Laws. French. ED 216 190
Know Your Laws. German. ED 216 192
Know Your Laws. Italian. ED 216 195
Know Your Laws. Polish. ED 216 191
Know Your Laws. Spanish. ED 216 193
Policy Issues and Research Design. Contractor Report. ED 216 669

Federal Indian Relationship
People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981. ED 216 808
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments. ED 216 812

Federal Legislation
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans. ED 217 114
Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District. ED 217 102
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II. ED 216 582
A Legal Perspective of Special Education: A Review. ED 216 503
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study. ED 216 491
Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study. ED 216 492
The Politics of Federal Vocational Educational Legislation: 1963-1976. ED 216 093
School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views). ED 217 094
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary. ED 216 484

Federal Programs
The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction. ED 216 434
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills. ED 217 064
Income Maintenance Programs and College Opportunity. ED 216 621
Indian Education: A Manual for Program Management. ED 216 845
Making Policies for Children: A Study of the Federal Process. ED 216 776
Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary. ED 216 299
Public Policy and the Frail Elderly: A Staff Report. ED 216 300
What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office ED 216 794

Federal Regulation
Government and Campus: Federal Regulation of Religiously Affiliated Higher Education. ED 216 624//
Indian Education: A Manual for Program Management. ED 216 845
Maintenance of Effort Provisions: An Instrument of Federalism in Education. ED 216 424
Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education. ED 216 472

Feedback
Audience in Introductory Composition: Reducing the Pretending. ED 216 375
Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes. ED 216 687
Computer Enhanced Academic Alert and Advisement System. ED 216 722
Freedom, Restraint, and Peer Group Interaction. ED 216 365
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students. ED 217 017

Female Bonding
Female Bonding among Low Income Mothers. ED 216 290

Females
Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes. ED 217 002
Career Planning for Minority Women. Facilitator's Manual. ED 216 247
Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science. ED 216 869
College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations. ED 216 628
Dimensions Underlying the Characteristics and Needs of Returning Women Students. ED 216 597
A Framework for Studying Schools as Work Settings for Women Leaders. ED 216 441
Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women. ED 216 232
The Impact of Work on Women at Midlife. ED 216 286
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries. ED 216 187
Management Basics for Minority Women. Facilitator's Manual. ED 216 246
Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual. ED 216 245
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs. ED 216 234
Patterns of Verbal Communication in Strong Families. ED 216 280
Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide. ED 216 266
Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook. ED 216 265
Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide. ED 216 267
The Reading Habits of Church Active Mormon Women. ED 216 322
A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum. ED 216 986
Sex Differences in Science: I Don't Know.'' ED 216 868
Sex Role Stereotypes and Women's Choice of Innovative Fields of Study. ED 216 261
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module. ED 217 100
Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts. ED 216 592
Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series. ED 216 255
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59. ED 216 297
Women and Minorities in Science and Engineering. ED 216 890
Women's Education A World View: Annotated Bibliography of Books and Reports. Volume 2. ED 216 664//
Women's Roles and Vulnerability to Depression. ED 216 250

Feminism
Women's Legal Rights in Alaska. Reprint. ED 216 987

Field Dependence Independence
Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention. ED 217 075
Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children. ED 216 315

Field Experience Programs
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities. ED 217 044

Figurative Language
Enhancing Children's Response to Figurative Language. ED 216 305
Figurative Language of Disadvantaged Blacks as Related to Poverty, Music, Poetry, Language and Reading. ED 217 104

Film Libraries
The Present Status and Likely Future of Public Library Film Service. ED 216 699

Film Production
The Impact of Optical Videodiscs on Filmmaking. ED 216 674

Films
How to Prepare Original Motion Picture Film for Printing, Including A and B Rolls. ED 216 673
The Present Status and Likely Future of Public Library Film Service. ED 216 699

Financial Indicators
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979). ED 216 583
Indicators of Tuition, Room, and Board Prices: An Overview. ED 216 659

Financial Problems
Budgets and Big City Education. ED 217 096
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.) ED 216 295
Proposed Title I Cuts: A Problem for the South. ED 217 097

Financial Support
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series. ED 216 649
Appalachian Regional Commission: 1981 Annual Report. ED 216 853
Benefit Allocation Study of the Texas Library System. FY 1980. ED 216 692
Budgets and Big City Education. ED 217 096
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979). ED 216 583
Implementing Research and Development in Schools: State-of-the-Art. ED 217 001//
Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement. ED 216 721
Sponsored Programs. ED 216 571
Year-Round Camping Through Adventure Education Programs. An Occasional Paper. ED 216 846

First Amendment
School Public Library Censorship and the First Amendment. ED 216 448

Florida
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems. ED 216 756

Florida (Miami)
Confronting Racial Isolation in Miami. ED 217 116

Florida Junior College
Institutional Management through Organization Development. ED 216 733

Folk Culture
Eventos de Abril (April Events). ED 216 842
Figurative Language of Disadvantaged Blacks as Related to Poverty, Music, Poetry, Language and Reading. ED 217 104
Four Comments. ED 216 563//

Followup Studies
Alternative Methods for Collecting Data on Mental Health Treatment Outcome. ED 216 287

Food Service
Food Service. Post Secondary Curriculum Guide. ED 216 108
Food Service. Secondary Curriculum Guide. ED 216 107
A Statewide Nutrient Analysis of Children's Diets. ED 217 039

Foreign Countries
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education. ED 216 584
A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands. ED 216 892

Foreign Language Weeks
Foreign Language Week: A Successful Public Relations Model. ED 216 532

Foreign Medical Graduates
The Competence and Performance of Foreign Medical Graduates: Research and Implications. ED 216 627

Foreign Students
Report on International Education Program at Broward Community College. ED 216 731

Forestry
Timber Production and Its Environmental Impacts. AIO Red Paper #21. ED 216 815

Formative Evaluation
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network. ED 217 076

Forums
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682
Foster Family
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//
Fractions
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897
Free Enterprise System
Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 178
Freedom of Speech
Public Broadcasting and the Public Forum Doctrine.
ED 216 401
School Public Library Censorship and the First Amendment.
ED 216 448
French
Contemporary Cultures: Issues and Answers.
ED 216 548//
An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345
French as a Second Language Programs in Ontario.
ED 216 518
Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).
ED 216 513
Teaching English in Francophone Africa.
ED 216 527
Freshman Composition
The Basic Comp Class as Rhetorical Situation.
ED 216 347
The Transition to a Process Approach to Writing Instruction.
ED 216 368
Fringe Benefits
The Status of Group Life Insurance Plans.
ED 216 568
Frost (Robert)
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'
ED 216 360
Full Day Programs
An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.
ED 216 795
Full Time Students
Non-traditional Students: New Faces and New Issues.
ED 216 615
Functional Reading
Which Words Shall They Learn?
ED 216 314
Futures (of Society)
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205
Our Global Future: Implications for Social Studies Education in the United States.
ED 216 991
A Population Profile: The 1980-s and Beyond. DataTrack 8.
ED 216 988
Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286.
ED 216 282
Preparing for High Technology: Strategies for Change.
ED 216 168
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).
ED 217 019
Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper.
ED 216 847
University Education (Continuing Education): Its Past, Present and Future.
ED 216 183
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206
Vouchers Revisited: The Prospects for Education Vouchers in the Eighties.
ED 216 447
G I Bill
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.
ED 216 582
Gagne (Robert M)
Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.
ED 216 805
Gambling
Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833
Games
Instructional Resources Handbook for Higher Education.
ED 216 635
Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833
General Education
General Education: A New Force in Student Development.
ED 216 665
General Education: Stopping the Pendulum But Can We Get Off?
ED 216 717
Reforming General Education: A Survey.
ED 216 655
Three Dialogues on Liberal Education.
ED 216 573
Women's Education A World View: Annotated Bibliography of Books and Reports. Volume 2.
ED 216 664//
Geographic Location
Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 929
Geography
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual
ED 216 864
Geology
Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 936
How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 922
How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 917
Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 937
Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 915
The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938
Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 939
What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 914
When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940
German
Contemporary Cultures: Issues and Answers.
ED 216 548//
Living'' the Language Through Simulation.
ED 216 543
Gerontology
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181
Older Americans: A Review of Issues and Their Implications.
ED 216 301
Gifted
Arts for the Gifted and Talented: Grades One Through Six.
ED 216 480
The Bottomless Churn: An Antique World of Collectibles. A Unit for Gifted and Talented Students.
ED 216 477
Correspondence Courses for Gifted Students.
ED 216 506
Developing an Evaluation Model for Gifted Programs.
ED 216 474
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473
A Tribute to the Donkey.
ED 216 476
Verbal Interaction Behaviors of Teachers of the Gifted.
ED 216 478
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206
Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education.
ED 216 472
Global Approach
Developing Proactive Action, Student Awareness About, and Need for
Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula.
ED 216 905
Global Education: Fantasy, Reality, and the English Class.
ED 216 369
Learning the Concept of Interdependence: A Study in Two Dimensions.
ED 216 981
Our Global Future: Implications for Social Studies Education in the United States.
ED 216 991
Social Studies Program Grade 3.
ED 216 972
Teacher Education and Global Perspectives. Current Issues.
ED 216 993
Youth Unemployment: An International Perspective.
ED 216 199
Glossing
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330
Governance
Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.
ED 216 653
Governance Model Alternatives for Organizing Library Systems.
ED 216 694
Management in Institutions of Higher Learning.
ED 216 639//
Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623
Governing Boards
Better Boards and Committees. Leadership Pamphlet #14.
ED 216 228
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011
Evaluation of the Boards of Trustees: A President's Perspective.
ED 216 738
Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293
Whose Dispute?
ED 216 762
Government Employees
Collective Bargaining in Education, 1981: The State of the Art.
ED 216 456
Government Role
Public Broadcasting and the Public Forum Doctrine.
ED 216 401
Solar Energy Now.
ED 216 867//
What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office
ED 216 794
Government School Relationship
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.
ED 216 644
Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.
ED 216 624//
Professional Development Perspective of Classroom Management and School Effectiveness.
ED 217 000//
Grade Point Average
The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.
ED 216 746
The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657
Grade Repetition
The Effect of Retention on Achievement.
ED 216 309
Graduate Students
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649
Graduate Surveys
National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.
ED 217 051
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052
Grammar
Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children.
ED 216 315
Grants
Sponsored Programs.
ED 216 571
Graphic Arts
Graphic Arts. Secondary Curriculum Guide.
ED 21[illegible]
Great Books Curriculum
Three Dialogues on Liberal Education.
ED 216 573
Great Britain
Invisible in the Rural Landscape.
ED 216 834
What Do I Do When I've Unlocked the Door and Turned the Lights On?''
ED 216 835
Great Society
The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.
ED 216 434
Green Pages Concept
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670
Group Activities
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767
Group Behavior
Understanding How Groups Work. Leadership Pamphlet #4.
ED 216 218
Group Counseling
Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262
Group Discussion
How to Lead Discussions. Leadership Pamphlet #1.
ED 216 215
Group Dynamics
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625
Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849
Understanding How Groups Work. Leadership Pamphlet #4.
ED 216 218
Group Experience
Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849
Group Insurance
The Status of Group Life Insurance Plans.
ED 216 568
Group Leaders
Training Group Leaders. Leadership Pamphlet #8.
ED 216 222
Group Membership
Getting and Keeping Members. Leadership Pamphlet #12.
ED 216 226
Group Testing
Assumptions of Standard Setting Methods.
ED 217 069
Group Unity
Board Spats Getting You Down? Here's How to Resolve Them.
ED 216 458
Groups
Training Group Leaders. Leadership Pamphlet #8.
ED 216 222
Guidance Programs
Pupil Personnel Services: Material Review List Recommendations.
ED 216 291
Guidelines
A Model for Training Migrant Parents to Participate in the Total Development of Their Children.
ED 216 826
Guides
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076
The Development of Programming Design Guides. Final Report.
ED 216 684
Haiti
Haitian Refugees Need Asylum: A Briefing Paper.
ED 217 086
Haitians
Haitian Refugees Need Asylum: A Briefing Paper.
ED 217 086
Handicap Identification
Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479
Handicapped Childrens Early Education Program
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508
Handwriting
Kindergartners Deal with Word Boundaries.
ED 216 333
Handwriting Instruction
Aboriginal Learning Styles and the Three Rs.
ED 216 825//
Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.
ED 216 687
Handwriting Skills
Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.
ED 216 687
Hawaii
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039
Third Annual Employer Satisfaction Survey.
ED 216 710
Health
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816
Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523
Health Education
The Application of Evaluation and Measurement Techniques in School Health Education.
ED 217 026
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators.
ED 216 269
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682
Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 465
The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.
ED 217 003
Health Maintenance Organizations
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//
Health Needs
Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly.
ED 216 303
Health Personnel
The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.
ED 217 003
Health Programs
Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024
Health Services
Appalachian Regional Commission: 1981 Annual Report.
ED 216 853
Older Americans: A Review of Issues and Their Implications.
ED 216 301
Prevention and Control of Dental Disease through Improved Access to Comprehensive Care.
ED 216 302
University without Walls: An Alternative Approach to Management Education.
ED 216 575
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297
Hearing Impairments
Oral Composition in the Classroom (Handicapped Students).
ED 216 470
Heating
Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide.
ED 216 138
Helping Relationship
Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model.
ED 216 277
Distance Education: The Personal Response.
ED 216 658
The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging.
ED 216 275
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253
Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.
ED 216 252
Supervision and Consultation. Leadership Pamphlet #7.
ED 216 221
High Achievement
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718
High Risk Persons
Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper.
ED 216 851
Program Design for Summer Youth Training.
ED 216 184
High Risk Students
The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630
The 1980-1981 General College Retention Program, Final Report.
ED 216 595
High School and Beyond (NCES)
What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981).
ED 216 452
High School Graduates
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208
High School Seniors
Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068
Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes.
ED 217 002
Involving Alumni in Career Assistance Programs.
ED 216 616
Student Self-Selection and Test Repetition.
ED 217 065
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283
Higher Education
Career Development in Institutional Research.
ED 216 610
Democratization of Higher Education: Issues and Trends.
ED 216 631
The Development and Validation of Criteria and Method for Evaluating Statewide Planning for Higher Education.
ED 216 605
Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622
The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836
Enrollment, Marketing, and Retention in the Coming Decade.
ED 216 567
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.
ED 216 644
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).
ED 216 583
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.
ED 216 668
Instructional Resources Handbook for Higher Education.
ED 216 635
Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.
ED 216 640
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
ED 216 584
On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.
ED 216 647
Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623
Resource Allocation in U. K. Universities.
ED 216 612
The Status of Group Life Insurance Plans.
ED 216 568
Universities and the International Distribution of Knowledge.
ED 216 590//
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648
Higher Education Opportunity Program
Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585
Highways
Appalachian Regional Commission: 1981 Annual Report.
ED 216 853
Hispanic Americans
Can ESL English as a Second Language Students Survive in College?
ED 216 719
The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836
Historical Landmarks
A Sourcebook for the Interpretation of Traditional Dance By Outdoor Museums and Historic Sites.
ED 216 979
Una Visita al Viejo San Juan (A Visit to Old San Juan).
ED 216 803
History
Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques.
ED 216 957
Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper.
ED 216 847
Historians/Artifacts/Learners: Working Papers.
ED 216 947
Hmong People
The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105
Hobbies
The Bottomless Churn: An Antique World of Collectibles. A Unit for Gifted and Talented Students.
ED 216 477
Holidays
Eventos de Abril (April Events).
ED 216 842
Eventos de Marzo (March Events).
ED 216 802
Holistic Approach
A Holistic Approach to Language Literacy.
ED 216 325
Holistic Evaluation
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357
Holocaust
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115
Home Economics
Child Development, Care, and Guidance.
ED 216 243
Family Living and Parenthood.
ED 216 244
Home Study
Homework as a Learning Experience. What Research Says to the Teacher.
ED 217 022
Homebound
Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach.
ED 216 760
Homemakers
The Impact of Work on Women at Midlife.
ED 216 286
Homework
Homework as a Learning Experience. What Research Says to the Teacher.
ED 217 022
Hospitals
An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.
ED 216 408
Hotlines (Public)
Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised.
ED 216 714
Housing
Housing the Elderly: Alternative Approaches. Reprint.
ED 216 298
Housing Deficiencies
Housing the Elderly: Alternative Approaches. Reprint.
ED 216 298
Housing Needs
Housing the Elderly: Alternative Approaches. Reprint.
ED 216 298
Houston Community College TX
A Model for Faculty Development in the Community College.
ED 216 743
Human Relations
A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786
Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177
Training in Human Relations. Leadership Pamphlet #16.
ED 216 230
Human Resources
Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.
ED 217 103
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980).
ED 216 151
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832
Human Sciences Program
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903
Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901
Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902
Human Services
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project.
ED 217 088
Human Services Practicum Program.
ED 216 278
Human Services: The Challenge of the Introductory Course.
ED 216 270
Manual for Refugee Sponsorship.
ED 217 107
Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary.
ED 216 299
Refugees and Sponsorship.
ED 217 085
Screening, Retaining and Counseling Human Service Students.
ED 216 284
Humanism
The Humanities Behind the Walls.''
ED 216 389
The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.
ED 216 412
Humanistic Education
General Education: A New Force in Student Development.
ED 216 665
Humanities
General Education: A New Force in Student Development.
ED 216 665
The Humanities in the Two-Year Agricultural Technical College.
ED 216 744
Integrating Business and the Humanities.
ED 216 763

Integrating the Humanities and Business Education: The Experience of International Business as an Example.
ED 216 732
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648
Humanities Instruction
The Humanities in the Two-Year Agricultural Technical College.
ED 216 744
A Humanities Sequence for Adults at Ursuline College.
ED 216 386
Hunger of Memory
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''
ED 216 807
Hygiene
Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177
Hyperactivity
Language and Activity of Hyperactive and Comparison Children During Listening Tasks.
ED 216 483
The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047
Identification
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260
Illegal Drug Use
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283
Illinois
As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges.
ED 216 764
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031
Policy Issues and Research Design. Contractor Report.
ED 216 669
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646
Illinois Inventory of Educational Progress
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
ED 216 321
Illinois Valley Community College
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736
Immersion Programs
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531
Immigrants
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''
ED 216 807
Haitian Refugees Need Asylum: A Briefing Paper.
ED 217 086
Impact
Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248
Improvement Programs
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028
Incentives
Incentive Pay for Teachers: Impacts in an Urban District.
ED 216 438
Postdoctoral Appointments and Disappointments.
ED 216 607
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154
Incest
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257
Independent Study
Beginning Teachers as Learners: A Descriptive Report.
ED 217 036
Indexes
Resources in Education (RIE). Volume 17, Number 10.
ED 216 092
School Characteristics Associated with Instructional Effectiveness.
ED 216 436
Indigenous Populations
Equality and Opportunity in Rural Education.
ED 216 820//
Individual Characteristics
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.
ED 216 734
Black Men.
ED 217 095//
A Causal Model of Faculty Research Productivity.
ED 216 661
Fact-Book on Italians in Canada. First Edition.
ED 217 087
The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.
ED 216 641
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297
Individual Development
Family Relations and the Process of Differentiation. Publication 56.
ED 216 765
Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.
ED 216 245
Patterns of Verbal Communication in Strong Families.
ED 216 280
The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614
Individual Differences
Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children.
ED 216 315
Text Processing Differences among Readers.
ED 216 331
Individual Needs
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171
Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start.
ED 216 771
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793
Individual Power
Ego Development and Power Base Reliance of School Principals.
ED 216 444
Individual Testing
Assumptions of Standard Setting Methods.
ED 217 069
Individualized Education Programs
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.
ED 216 507
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review.
ED 216 485
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484
Individualized Instruction
Foreign Language Projects for the Gifted Student.
ED 216 537//
A Limited Self-Paced, Individualized, Mastery Learning System.
ED 216 730
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382
Individuation
Family Relations and the Process of Differentiation. Publication 56.
ED 216 765
Patterns of Verbal Communication in Strong Families.
ED 216 280
Industrial Arts
Diesel Mechanics. Post Secondary Curriculum Guide.
ED 216 126
Planning an Injection Mold Design Training Program.
ED 216 144
Industrial Electricity
Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120
Industry
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855
Ensuring Educational Excellence through Business and Community Cooperation.
ED 216 840
Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120
Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.
ED 216 122
Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.
ED 216 123
Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.
ED 216 124
Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.
ED 216 121
Industry and Child Care Resource Bank. Alphabetical Title Bibliography.
ED 216 774
Infants
Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479
Influences
Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392
Factors Affecting Instructional Television Utilization in Alabama.
ED 216 698
Interviewer Perceptions.
ED 216 414
A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391
Reading in the Age of Television.
ED 216 310
Informal Reading Inventories
Use Ratio for Computing Informal Reading Tests!
ED 216 340
Information Dissemination
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691
Policy Research and Educational Policy-Making: Toward a Better Connection.
ED 216 463
Project Optimus/Outreach: End of Year Progress Report.
ED 216 504
Universities and the International Distribution of Knowledge.
ED 216 590//
Information Needs
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670
Handbook of Reference Sources. Third Edition.
ED 216 695
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053
Information Networks
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362
Information Retrieval
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation.
ED 216 689
Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques.
ED 216 957
Information Services
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979).
ED 216 690
Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised.
ED 216 714
Information Sources
Competency Mapping: A New Concept in ABE Needs Assessment.
ED 216 158
Family Day Care: How to Provide it in Your Home.
ED 216 766
Library Skills and Resources for Business Research.
ED 216 696
Multinational Comparison of Terms in Higher Education.
ED 216 603
Information Systems
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981).
ED 216 214
Information Utilization
Policy Research and Educational Policy-Making: Toward a Better Connection.
ED 216 463
Injuries
Sport Injuries for Females: Incidence and Prevention.
ED 217 034
Input Output Devices
Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.
ED 216 687
Inquiry
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885
Inservice Education
Project Optimus/Outreach: End of Year Progress Report.
ED 216 504
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502
Inservice Teacher Education
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769
Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach.
ED 216 760
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981.
ED 216 737
An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation.
ED 216 882
A Model for Faculty Development in the Community College.
ED 216 743
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866
Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future.
ED 216 883
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington.
ED 217 027
Institutes (Training Programs)
Conducting Workshops and Institutes. Leadership Pamphlet #9.
ED 216 223
Training in Human Relations. Leadership Pamphlet #16.
ED 216 230
Institutional Administration
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.
ED 217 056
Institutional Characteristics
The American Research University.
ED 216 569
Bennington College: in the Beginning.
ED 216 572//
A Causal Model of Faculty Research Productivity.
ED 216 661
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.
ED 216 668
School Characteristics Associated with Instructional Effectiveness.
ED 216 436
Institutional Environment
Perceptions of the Quality of School Life: A Case Study of Schools and Students.
ED 216 429
Institutional Evaluation
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654
Institutional Research
Career Development in Institutional Research.
ED 216 610
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651
Institutional Vitality
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).
ED 216 583
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.
ED 216 668
Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report.
ED 216 288
Instructional Design
The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.
ED 217 040
A Design for a Vocabulary Development Program.
ED 216 376
Dialogue in the Classroom.
ED 216 410
An Educator's Perspective: Ethnography in the Educational Community.
ED 216 564//
Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.
ED 216 329
Instructional Development
Aviation Mechanics. Post Secondary Curriculum Guide.
ED 216 111
The Content in Teacher Education Programs.
ED 217 029
The Development of Programming Design Guides. Final Report.
ED 216 684
Diesel Mechanics. Post Secondary Curriculum Guide.
ED 216 126
Food Service. Secondary Curriculum Guide.
ED 216 107
Graphic Arts. Secondary Curriculum Guide.
ED 216 099
Mechanical Technology. Post Secondary Curriculum Guide.
ED 216 129
Medical Lab Technician. Post Secondary Curriculum Guide.
ED 216 130
Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.
ED 216 685
Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.
ED 216 686
Instructional Effectiveness
School Characteristics Associated with Instructional Effectiveness.
ED 216 436
Instructional Improvement
The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//
Human Services: The Challenge of the Introductory Course.
ED 216 270
A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.
ED 216 986
Instructional Innovation
Creative Play in Language Learning.
ED 216 536//
Development and Experiment in College Teaching, No. 16.
ED 216 609
Instructional Materials
Affecting the System through Productive Evaluation.
ED 217 071
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.
ED 217 040
A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.
ED 216 445
Course Development: Industrial or Social Process.
ED 216 662
Evaluating Instructional Software for the Microcomputer.
ED 216 704
An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV.
ED 216 796
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188
MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861
M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.
ED 216 859
Rx: Home Remedies for Math.
ED 216 862
Instructional Program Divisions
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//
Instructional Student Costs
Some Economic Aspects of the Provision of Educational Services in Rural Areas.
ED 216 822//
Instructional Systems
Entry Level Skills Program Implementation Guide.
ED 216 588
Instructional Systems Development Model
The Development of Programming Design Guides. Final Report.
ED 216 684
Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.
ED 216 685
Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.
ED 216 686
Instructor Coordinators
Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240
Instrumentation
Instrumentation Technology, Volume I. Postsecondary Curriculum Guide.
ED 216 125
Minicomputers in the Teaching Laboratory - An Example from Physics.
ED 216 877
Instrumentation Technicians
Instrumentation Technology, Volume I. Postsecondary Curriculum Guide.
ED 216 125
Insurance
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176
The Status of Group Life Insurance Plans.
ED 216 568
Integrated Curriculum
Global Education: Fantasy, Reality, and the English Class.
ED 216 369
A Holistic Approach to Language Literacy.
ED 216 325
Intellectual Development
Institutionalized Psychology and the Ethnography of Schooling.
ED 216 565//
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259
Intellectual History
Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.
ED 216 640
Intellectual Property
Copyrights at Colleges and Universities.
ED 216 570
Intelligence
Teacher Intellectual Disposition and Classroom Interaction.
ED 216 384
Intelligent Video
The Impact of Optical Videodiscs on Filmmaking.
ED 216 674
Inter Rater Reliability
Bias in the Writing of Prose and Its Appraisal.
ED 217 073
Interaction
Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped.
ED 216 493
Four Young Children Construct Reality: Television Watching in the Home.
ED 216 355
Interaction Process Analysis
The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study.
ED 216 772
The Structure of Classroom Events and Their Consequences for Student Performance.
ED 216 557//
Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School.
ED 216 558//
Intercollegiate Cooperation
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646
Intercultural Communication
Communication Apprehension and Intercultural Nonverbal Coding.
ED 216 418
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420
Interdependence
Learning the Concept of Interdependence: A Study in Two Dimensions.
ED 216 981
Interdisciplinary Approach
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380
Arts for the Gifted and Talented: Grades One Through Six.
ED 216 480
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View.
ED 216 416
Global Education: Fantasy, Reality, and the English Class.
ED 216 369
A Humanities Sequence for Adults at Ursuline College.
ED 216 386
Integrating Business and the Humanities.
ED 216 763
Integrating the Humanities and Business Education: The Experience of International Business as an Example.
ED 216 732
K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.
ED 216 976
Liberal Learning and Professional Programs.
ED 216 650
Project Optimus/Outreach: End of Year Progress Report.
ED 216 504
School Based Staff Support Teams: A Blueprint for Action.
ED 216 498
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648
Interests
Planning Better Programs. Leadership Pamphlet #2.
ED 216 216
Interference (Language)
Bilingualism: Basic Principles.
ED 216 544//
Interim Report on Study of Selected ECE Schools
Organizational and Political Tensions in Evaluation.
ED 216 432
Interlanguage
Universals, Typologies and Interlanguage.
ED 216 511
Intermode Differences
Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
ED 217 007
International Business Education
Integrating the Humanities and Business Education: The Experience of International Business as an Example.
ED 216 732
International Education
Development Studies: A Case for New Legitimations of the Social Role of Higher Education?
ED 216 663
New Directions in International Education.
ED 216 953//
Teacher Education and Global Perspectives. Current Issues.
ED 216 993
Universities and the International Distribution of Knowledge.
ED 216 590//
International Educational Exchange
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
ED 216 584
New Directions in International Education.
ED 216 953//
International Programs
Development Communication Report. No. 37, March 1982.
ED 216 701
International Relations
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420
New Directions in International Education.
ED 216 953//
Universities and the International Distribution of Knowledge.
ED 216 590//
International Studies
Integrating the Humanities and Business Education: The Experience of International Business as an Example.
ED 216 732
New Directions in International Education.
ED 216 953//
Report on International Education Program at Broward Community College.
ED 216 731
International Year of Disabled Persons
Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons.
ED 216 489
Internship Programs
The Application of Communication Theory and Research in the Legal Community.
ED 216 419
Field Experience in Postsecondary Education: A Guidebook for Action.
ED 216 578//
Interpersonal Communication
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405
Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406
Interpersonal Competence
Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406
Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146
The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future.
ED 216 471
Management Basics for Minority Women. Facilitator's Manual.
ED 216 246
Professional Preparation: A Process of Discovery.
ED 217 008
Project CODE: Career and Life Planning. Teacher Manual.
ED 216 475
Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262
Interpersonal Relationship
Faculty Development and Achievement: A Faculty's View.
ED 216 626
Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 178
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254
The Young Child: Reviews of Research, Volume 3.
ED 216 787//
Interprofessional Relationship
Course Development: Industrial or Social Process.
ED 216 662
Intervention
The Michigan State University Alcohol Education Project for Resident Students.
ED 216 574
Problems of Intervention in Families with Deviant Children.
ED 216 274
Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study.
ED 216 249

Intimacy
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254

Introductory Courses
Human Services: The Challenge of the Introductory Course.
ED 216 270

Inventions
Copyrights at Colleges and Universities.
ED 216 570

Investment
College Financial Management: Basics for Administrators.
ED 216 638//

Iran
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420

Isolation (Geographic)
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//

Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI.
ED 216 817

Israel
Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261

Italian
Contemporary Cultures: Issues and Answers.
ED 216 548//

Italians
Fact-Book on Italians in Canada. First Edition.
ED 217 087

Item Banks
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079

Item Density
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.
ED 217 080

Japan
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
ED 216 584

Jews
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115

The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108

Job Analysis
Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241

Job Applicants
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279

The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.
ED 216 611

Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181

Job Application
Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 178

Job Club
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279

Job Development
Workload and Stress in the Older Employee.
ED 216 251

Job Performance
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188

The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830

Third Annual Employer Satisfaction Survey.
ED 216 710

Job Performance Aided Training
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188

Job Placement
Learning from Experience. A Handbook for Adult Women Students.
ED 216 233

Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181

Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210

Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Job Satisfaction
An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.
ED 216 408

Human Needs and Faculty Motivation.
ED 216 602

The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614

Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.
ED 216 514

Job Search Methods
Career Planning for Minority Women. Facilitator's Manual.
ED 216 247

Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279

Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145

The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.
ED 216 611

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.
ED 216 267

Job Skills
The Aide in Indian Programs.
ED 216 844

Aviation Mechanics. Post Secondary Curriculum Guide.
ED 216 111

Barbering. Post Secondary Curriculum Guide.
ED 216 112

Career Development in Institutional Research.
ED 216 610

Commercial Art. Secondary Curriculum Guide.
ED 216 096

Construction Cluster. Secondary Curriculum Guide.
ED 216 097

Electronics Cluster. Secondary Curriculum Guide.
ED 216 098

Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403

Graphic Arts. Secondary Curriculum Guide.
ED 216 099

An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course.
ED 216 398

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition.
ED 216 179

Office Duplication Practices. Teacher's Handbook. First Edition.
ED 216 175

Political Communication Coursework and the Skills Utilized by Political Professionals.
ED 216 411

Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition.
ED 216 173

Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207

Preparing for High Technology: A Guide for Community Colleges.
ED 216 169

Program Design for Summer Youth Training.
ED 216 184

Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide.
ED 216 266

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265

Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373

Job Training
The Application of Communication Theory and Research in the Legal Community.
ED 216 419

A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.
ED 216 745

An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188

Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156

Journal Writing
The Basic Comp Class as Rhetorical Situation.
ED 216 347

Judaism
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108

Junior Academies of Science
Out of School Programs in Science.
ED 216 894

Junior High Schools
Problems of Curriculum and Staffing in Rural Schools.
ED 216 824//

Justice
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984

Kansas
Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)).
ED 216 469

Kindergarten
An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.
ED 216 795

Focus on the Kindergarten. Early Childhood Education Series 1.
ED 216 790

Kindergarten Children
A Cooking Curriculum.
ED 216 791

Kinesiology
The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times.
ED 217 032

Kinesthetic Perception
Age Differences in Short Term Memory: Retention of Location and Distance Cues.
ED 217 023

Communication Apprehension and Intercultural Nonverbal Coding.
ED 216 418

A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information.
ED 217 025

Education and the Mountain Centres. Second Edition.
ED 216 810

Kirundi
Teaching English in Francophone Africa.
ED 216 527

Knowledge Level
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900

Universities and the International Distribution of Knowledge.
ED 216 590//

Kuhn (Thomas S)
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379

La Leche League
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767

Labor Education
Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.
ED 216 742

Labor Force
Youth Unemployment: An International Perspective.
ED 216 199

Labor Force Development
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980).
ED 216 151

Labor Legislation
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256

Labor Market
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209

Youth Unemployment: An International Perspective.
ED 216 199

Labor Needs
Youth Unemployment: An International Perspective.
ED 216 199

Labor Problems
Discovering the 80s. Final Project Report by the National Commission on Working Women, 1977-1980.
ED 216 157

Laboratory Safety
Better Science Through Safety.
ED 216 889

Laboratory Schools
Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers.
ED 216 784

Land Use
Land Use in Saskatchewan.
ED 216 865

Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Landscapes
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual
ED 216 864

Language
Language, Affect and the Symbolization of Value.
ED 216 526

Language Acquisition
Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

A Selected Bibliography of Bilingual Special Education.
ED 217 106

The Young Child: Reviews of Research, Volume 3.
ED 216 787//

Language Arts
Standards of Learning Objectives for Virginia Public Schools: Language Arts.
ED 216 400

Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.
ED 216 806

Teresita and Carlitos.
ED 216 804

Language Experience Approach
A Holistic Approach to Language Literacy.
ED 216 325

Teresita and Carlitos.
ED 216 804

Language Fluency
Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.
ED 216 827

Language Handicaps
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.
ED 217 046

Which Words Shall They Learn?
ED 216 314

Language Maintenance
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

Language of Instruction
Teaching English in Francophone Africa.
ED 216 527

Language Patterns
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405

Language Processing
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336

Children with a Perseverative Text Processing Strategy: The Effect of Text Organization.
ED 216 316

The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.
ED 216 313

The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students.
ED 216 320

Text Processing Differences among Readers.
ED 216 331

Language Proficiency
Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113

Proficiency Testing in Second Language Classrooms.
ED 216 550//

Language Research
Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392

Enhancing Children's Response to Figurative Language.
ED 216 305

Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.
ED 216 358

A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391

Language Role
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517

Language Skills
Enhancing Children's Response to Figurative Language.
ED 216 305

A Holistic Approach to Language Literacy.
ED 216 325

Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.
ED 216 358

Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.
ED 216 806

Language Teachers
Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.
ED 216 514

Language Tests
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.
ED 217 080

The Nuts and Bolts'' of Test Construction.
ED 216 541//

Proficiency Testing in Second Language Classrooms.
ED 216 550//

Language Typology
Universals, Typologies and Interlanguage.
ED 216 511

Universals, Typologies and Interlanguage.
ED 216 511

Language Usage
Comprehension in Context: Social and Situational Influences on Story Retellings.
ED 216 338

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.
ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162

Written Texts and Situational Contexts.
ED 216 363

Language Variation
Dialectal Interference and Attitudes in Composition.
ED 216 378

Lapps
Problems of Curriculum and Staffing in Rural Schools.
ED 216 824//

Latin
Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//

Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
ED 216 525

Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523

The Numbers in Latin. Teacher's Guide. Tentative Edition.
ED 216 522

Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

Latin American Culture
Contemporary Cultures: Issues and Answers.
ED 216 548//

Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.
ED 216 943

Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

Latin American History
Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.
ED 216 943

Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

Una Visita al Viejo San Juan (A Visit to Old San Juan).
ED 216 803

Latin American Literature
Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

Law Schools
The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.
ED 216 641

Lawrence Township Metropolitan School District IN
The Japanese Form of Management: Will It Work in American High Schools?
ED 216 453

Laws
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950

Know Your Laws.
ED 216 189

Know Your Laws. Czechoslovakian.
ED 216 194

Know Your Laws. French.
ED 216 190

Know Your Laws. German.
ED 216 192

Know Your Laws. Italian.
ED 216 195

Know Your Laws. Polish.
ED 216 191

Know Your Laws. Spanish.
ED 216 193

Women's Legal Rights in Alaska. Reprint.
ED 216 987

Lawyers
The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.
ED 216 641

Leaders
Training Group Leaders. Leadership Pamphlet #8.
ED 216 222

Leadership Qualities
Four Indicators of Administrative Effectiveness.
ED 216 634

Training in Human Relations. Leadership Pamphlet #16.
ED 216 230

Leadership Responsibility
Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724

How to Lead Discussions. Leadership Pamphlet #1.
ED 216 215

Management in Institutions of Higher Learning.
ED 216 639//

Training Group Leaders. Leadership Pamphlet #8.
ED 216 222

Leadership Styles
Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).
ED 216 856

Leadership Training
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617

Better Boards and Committees. Leadership Pamphlet #14.
ED 216 228

Conducting Workshops and Institutes. Leadership Pamphlet #9.
ED 216 223

Conferences That Work. Leadership Pamphlet #11.
ED 216 225

Development of a Model Network of University/Community Team Leadership. Final Report.
ED 216 613

Effective Public Relations. Leadership Pamphlet #13.
ED 216 227

Getting and Keeping Members. Leadership Pamphlet #12.
ED 216 226

How to Lead Discussions. Leadership Pamphlet #1.
ED 216 215

How to Teach Adults. Leadership Pamphlet #5.
ED 216 219

How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6.
ED 216 220

Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177

Planning Better Programs. Leadership Pamphlet #2.
ED 216 216

Streamlining Parliamentary Procedure. Leadership Pamphlet #15.
ED 216 229

Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).
ED 216 856

Supervision and Consultation. Leadership Pamphlet #7.
ED 216 221

Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217

Training Group Leaders. Leadership Pamphlet #8.
ED 216 222

Training in Human Relations. Leadership Pamphlet #16.
ED 216 230

Understanding How Groups Work. Leadership Pamphlet #4.
ED 216 218

Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Learning Activities
A Cooking Curriculum.
ED 216 791

Creative Play in Language Learning.
ED 216 536//

Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799

Drafting/Design Technology. Post Secondary Curriculum Guide.
ED 216 116

An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV.
ED 216 796

Family Day Care: How to Provide it in Your Home.
ED 216 766

Food Service. Post Secondary Curriculum Guide.
ED 216 108

Foreign Language Projects for the Gifted Student.
ED 216 537//

Games and Teaching Aids.
ED 216 860

Handbook for Caregivers: And Away We Go!
ED 216 792

Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145

The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 464

Health Occupations Cluster. Secondary Curriculum Guide.
ED 216 100

How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6.
ED 216 220

Learning Cycles for Basic Writers.
ED 216 344

Masonry. Post Secondary Curriculum Guide.
ED 216 128

A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861

M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.
ED 216 859

Navigation - Project CAPE Teaching Module.
ED 216 906

Practical Nursing. Post Secondary Curriculum Guide.
ED 216 135

Radiological Technology. Secondary Curriculum Guide.
ED 216 137

Small Engine Mechanics. Post Secondary Curriculum Guide.
ED 216 139

Small Engine Repair. Secondary Curriculum Guide.
ED 216 102

Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

Teaching Writing to ESL Students.
ED 216 529

Welding. Post Secondary Curriculum Guide.
ED 216 140

Learning Disabilities
Career Education Competency Checklist for the Learning Handicapped.
ED 216 197

Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons.
ED 216 489

The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future.
ED 216 471

Planning Events for LD Adults.
ED 216 505

Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484

A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report.
ED 216 467

Learning Environment
Structuring an Adult Learning Environment, Part III: The Team Approach.
ED 216 196

Learning Experience
Beginning Teachers as Learners: A Descriptive Report.
ED 217 036

Learning Hierarchies
Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896

Learning Modalities
Mode of Processing Using the Split-Span Technique in Dichotic Listening.
ED 216 407

Learning Processes
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312

Brain Research: Implications for Learning.
ED 217 042

Cooperative Education Is a Superior Strategy for Using Basic Learning Processes.
ED 216 186

Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896

Learning Readiness
Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050

Learning Theories
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900

Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.
ED 216 805

Learning Cycles for Basic Writers.
ED 216 344

Legal Aid
Legal Services for Oregon School Districts.
ED 216 454

Legal Community
The Application of Communication Theory and Research in the Legal Community.
ED 216 419

Legal Education
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950

Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.
ED 216 989

Know Your Laws.
ED 216 189

Know Your Laws. Czechoslovakian.
ED 216 194

Know Your Laws. German.
ED 216 192

Know Your Laws. Italian.
ED 216 195

Know Your Laws. Polish.
ED 216 191

Know Your Laws. Spanish.
ED 216 193

Legal Problems
Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.
ED 216 624//
Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490

Legal Responsibility
Copyrights at Colleges and Universities.
ED 216 570
Educational Tort Liability and Malpractice.
ED 216 450
Legal Services for Oregon School Districts.
ED 216 454

Leisure Time
Retirement Planning Program.
ED 216 754

Lesson Plans
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155
On the Art of Winging It.''
ED 216 542//
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

Letters (Correspondence)
Ars Dictaminis'' and Modern Rhetorical Practice.
ED 216 390

Liberal Arts
Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980.
ED 216 581
Liberal Learning and Professional Programs.
ED 216 650
Reforming General Education: A Survey.
ED 216 655
Three Dialogues on Liberal Education.
ED 216 573

Librarian Evaluation
Faculty Evaluation System: Instructional Resources Faculty.
ED 216 713

Librarians
Faculty Evaluation System: Instructional Resources Faculty.
ED 216 713

Library Administration
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702
The Next Five Years for York University Libraries.
ED 216 703
Perceptions of Puppet Use by Public Library Administrators.
ED 216 697

Library Automation
Boston College Libraries: Systems, Services, Resources.
ED 216 693

Library Catalogs
Boston College Libraries: Systems, Services, Resources.
ED 216 693

Library Collections
The Present Status and Likely Future of Public Library Film Service.
ED 216 699

Library Computer Systems
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702

Library Cooperation
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Library Instruction
Library Skills and Resources for Business Research.
ED 216 696

Library Material Selection
Handbook of Reference Sources. Third Edition.
ED 216 695

Library Materials
Handbook of Reference Sources. Third Edition.
ED 216 695

Library Networks
Benefit Allocation Study of the Texas Library System. FY 1980.
ED 216 692
Boston College Libraries: Systems, Services, Resources.
ED 216 693
Governance Model Alternatives for Organizing Library Systems.
ED 216 694
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Library Personnel
Staffing Your Library/Media Center.
ED 216 677

Library Planning
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702
The Next Five Years for York University Libraries.
ED 216 703

Library Role
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691

Library Services
International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 216 672
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979).
ED 216 690
The Next Five Years for York University Libraries.
ED 216 703

Library Users
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691

Life Insurance
The Status of Group Life Insurance Plans.
ED 216 568

Life Style
Black Men.
ED 217 095//
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort.
ED 216 271
Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Lifelong Learning
Invitation to Lifelong Learning.
ED 216 747//

Light
The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Limited English Speaking
Improving Estimates of Achievement in Students with Limited English Proficiency.
ED 216 516

Linguistic Form
Definitions: The Conventionalization of Word Meaning.
ED 216 512

Linkage
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 23[illegible]
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Linking Agents
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.
ED 217 010
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981.
ED 216 235
Teacher Corps Networking: Purpose and Potential. A Position Paper.
ED 217 033

Listening
Mode of Processing Using the Split-Span Technique in Dichotic Listening.
ED 216 407

Listening Comprehension
Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//

Listening Skills
Language and Activity of Hyperactive and Comparison Children During Listening Tasks.
ED 216 483

Literacy
Definitions: The Conventionalization of Word Meaning.
ED 216 512
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979).
ED 216 690

Literary Criticism
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'
ED 216 360
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Literary Devices
A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Literary Genres
Literary Genres and Style.
ED 216 377
A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Literary History
The Rhapsode as Singer and Actor.
ED 216 399

Literary Response
An Exploratory Investigation into the Nature of Literary Response.
ED 216 353

Literary Styles
Literary Genres and Style.
ED 216 377
A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374
Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361

Literature
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 464
Integrating Business and the Humanities.
ED 216 763

Literature Appreciation
An Exploratory Investigation into the Nature of Literary Response.
ED 216 353
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'
ED 216 360
Literary Experience, A Neglected Essential.
ED 216 306
Nuts and Bolts and Butterflies.
ED 216 371
Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books.
ED 216 323
Research Findings from Student Performances of James Dickey's The Leap.''
ED 216 396

Literature Reviews
Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention.
ED 217 075

Littering
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Living Away from Home Allowances (Australia)
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//

Lobbying
Accountability and the Politics of Education.
ED 216 423

Local Government
Know Your Laws.
ED 216 189
Know Your Laws. Czechoslovakian.
ED 216 194
Know Your Laws. French.
ED 216 190
Know Your Laws. German.
ED 216 192
Know Your Laws. Italian.
ED 216 195
Know Your Laws. Polish.
ED 216 191
Know Your Laws. Spanish.
ED 216 193

Local History
Social Studies Program Grade 4.
ED 216 973

Local Norms
Rural Alaska WISC-R Norms.
ED 216 481

Locus of Control
Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718

Log Linear Models
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.
ED 217 063

Logbooks
A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

Logical Thinking
Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259
The Role of Philosophy Programs in Higher Education.
ED 216 579

LOGO System
Information Prosthetics for the Handicapped. Final Report.
ED 216 500

Long Range Planning
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis.
ED 216 782
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702
The Next Five Years for York University Libraries.
ED 216 703
Planning for Excellence: A Case Model in a Large Urban Community College District.
ED 216 740
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209
The 5-Year Outlook on Science and Technology 1981.
ED 216 886
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 88[illegible]

Longitudinal Studies
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057
National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.
ED 217 051
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020

Los Angeles Community Colleges CA
Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement.
ED 216 721

Los Angeles County Schools CA
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.
ED 217 056

Louisiana
The Role of Basic Skills Testing in Louisiana.
ED 217 066

Low Achievement
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718

Low Income Groups
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670
Female Bonding among Low Income Mothers.
ED 216 290

Lumber Industry
Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815

Machine Repairers
Electromechanical Technology. Post Secondary Curriculum Guide.
ED 216 118
Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.
ED 216 122
Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.
ED 216 123
Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.
ED 216 124
Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.
ED 216 121

Machine Tool Operators
Machine Shop. Post Secondary Curriculum Guide.
ED 216 127

Machinists
Machine Shop. Post Secondary Curriculum Guide.
ED 216 127

Magnetic Tape Cassettes
Evaluation of Cassette Braille.
ED 216 681

Mail Surveys
Alternative Methods for Collecting Data on Mental Health Treatment Outcome.
ED 216 287

Mainstreaming
Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.
ED 216 497
Cognitive Effects of Mainstreaming.
ED 216 494
Mainstreaming: The Need to Prepare the Nondisabled.
ED 216 328
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502
A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report.
ED 216 467
Teacher Opinions About Professional Education Training Programs.
ED 217 043

Majors (Students)
The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.
ED 216 746

Males
Black Men.
ED 217 095//
Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Man Machine Systems
Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678
The Impact of Optical Videodiscs on Filmmaking.
ED 216 674

Management by Objectives
Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region.
ED 216 748
Management in Institutions of Higher Learning.
ED 216 639//

Management Development
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617
Indian Education: A Manual for Program Management.
ED 216 845
Management Basics for Minority Women. Facilitator's Manual.
ED 216 246
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172
Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815

Manpower Programs
Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156

Maps
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual
ED 216 864

Marihuana
Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980.
ED 216 264

Marine Education
Navigation - Project CAPE Teaching Module.
ED 216 906

Marital Satisfaction
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405

Marital Status
Women's Roles and Vulnerability to Depression.
ED 216 250

Marriage
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405
Teenage Parents: Their Ambitions and Attainments.
ED 216 273

Maslow (Abraham)
Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization.
ED 216 440

Masonry
Masonry. Post Secondary Curriculum Guide.
ED 216 128
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.
ED 216 203

Mass Media
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352
Public Broadcasting and the Public Forum Doctrine.
ED 216 401

Mass Media Effects
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352

Massachusetts
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654

Master Plans
The Development and Validation of Criteria and Method for Evaluating Statewide Planning for Higher Education.
ED 216 605

Mastery Learning
A Limited Self-Paced, Individualized, Mastery Learning System.
ED 216 730
School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective.
ED 216 997//

Material Development
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.
ED 217 040
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.
ED 216 675

Mathemagenics
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312

Mathematical Concepts
MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861
M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.
ED 216 859

Mathematical Formulas
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Mathematics Achievement
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064
Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896
The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults.
ED 216 811
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067
Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895

Mathematics Education
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981).
ED 216 875
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909

Mathematics Education Research
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897
An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.
ED 216 904
The Learning of Algebra: A Teaching Experiment.
ED 216 884
Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896
Progress-Contingent Rewards: Do They Boost Children's Achievement?
ED 216 872
Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895
A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.
ED 216 892

Mathematics Instruction
Games and Teaching Aids.
ED 216 860
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473
MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861
M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.
ED 216 859
Rx: Home Remedies for Math.
ED 216 862

Mathematics Laboratories
MIPS to the 4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861

Mathematics Teachers
A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.
ED 216 892

McGrath (Earl J)
Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.
ED 216 640

Measurement Equipment
Instrumentation Technology, Volume I. Postsecondary Curriculum Guide.
ED 216 125

Measurement Techniques
Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled.
ED 216 268
Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Measures (Individuals)
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.
ED 216 231
Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332
Student Misconceptions in Introductory Biology.
ED 216 880

Mechanical Equipment
Mechanical Technology. Post Secondary Curriculum Guide.
ED 2[illegible] 129

Mechanical Technology
Mechanical Technology. Post Secondary Curriculum Guide.
ED 216 129

Media Effects
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352

Media Research
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352

Media Selection
A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.
ED 216 445

Media Specialists
Staffing Your Library/Media Center.
ED 216 677

Medical Assistants
Medical Office Assistant. Post Secondary Curriculum Guide.
ED 216 131
Operating Room Technology. Post Secondary Curriculum Guide.
ED 216 133

Medical Care Evaluation
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297

Medical Education
The Competence and Performance of Foreign Medical Graduates: Research and Implications.
ED 216 627
Nurse Aide. Post Secondary Curriculum Guide.
ED 216 132
Operating Room Technology. Post Secondary Curriculum Guide.
ED 216 133

Medical Laboratory Assistants
Medical Lab Technician. Post Secondary Curriculum Guide.
ED 216 130

Medical Research
Brain Research: Implications for Learning.
ED 217 042

Medical Schools
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//

Medical Services
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//
Medical Office Assistant. Post Secondary Curriculum Guide.
ED 216 131
Nurse Aide. Post Secondary Curriculum Guide.
ED 216 132
Sport Injuries for Females: Incidence and Prevention.
ED 217 034
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297

Medical Students
A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

Meetings
Streamlining Parliamentary Procedure. Leadership Pamphlet #15.
ED 216 229

Mental Health Programs
Alternative Methods for Collecting Data on Mental Health Treatment Outcome.
ED 216 287
Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly.
ED 216 303
Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293

Mental Retardation
Problems of Intervention in Families with Deviant Children.
ED 216 274

Mentors
The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614

Meta Analysis
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870
The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.
ED 216 858
Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future.
ED 216 883
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909

Meta Evaluation
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.''
ED 216 143

Metal Working
Metals Cluster. Secondary Curriculum Guide.
ED 216 101

Metalinguistic Awareness
Literacy and Awareness of Segmental Structure in Adult Learners.
ED 216 510

Methods
Assumptions of Standard Setting Methods.
ED 217 069

Metric System
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176

Mexican American Education
The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836

Mexican Americans
Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention.
ED 217 075
Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.
ED 216 827
A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''
ED 216 807
Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

Miami Dade Community College FL
Computer Enhanced Academic Alert and Advisement System.
ED 216 722

Michigan State University
The Michigan State University Alcohol Education Project for Resident Students.
ED 216 574

Microcomputers
Computer Literacy for All High School Students.
ED 216 679
Evaluating Instructional Software for the Microcomputer.
ED 216 704
Information Prosthetics for the Handicapped. Final Report.
ED 216 500
Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised.
ED 216 898
Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863
Microcomputers in Schools: Promise and Practice.
ED 216 451
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671
Minicomputers in the Teaching Laboratory - An Example from Physics.
ED 216 877
Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982).
ED 216 893

Middle Aged Adults
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
ED 216 715

Middle Eastern Studies
Middle East Studies: A Catalogue of Middle East Studies Resources In or Near Connecticut. Area Studies Resource Guides, Number Two.
ED 216 963

Midlife Transitions
The Impact of Work on Women at Midlife.
ED 216 286

Migrant Children
Teresita and Carlitos.
ED 216 804
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793

Migrant Education
Eventos de Abril (April Events).
ED 216 842
Eventos de Marzo (March Events).
ED 216 802
A Model for Training Migrant Parents to Participate in the Total Development of Their Children.
ED 216 826
Una Visita al Viejo San Juan (A Visit to Old San Juan).
ED 216 803
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165

Migrant Housing
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.
ED 216 839

Migrant Workers
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.
ED 216 839

Migrant Youth
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165

Migration
Selected Bibliography: Refugees and Refugee Migration.
ED 217 084

Migration Patterns
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.
ED 216 839
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832

Mild Disabilities
Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.
ED 216 497

Military Service
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.
ED 216 582

Minicomputers
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702

Minimum Competencies
Functional Communication Competencies: A National Perspective.
ED 216 397
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067
School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective.
ED 216 997//
The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.
ED 217 003
A Study of State Mandates and Competencies for Economics Education.
ED 216 946

Minimum Competency Testing
The Role of Basic Skills Testing in Louisiana.
ED 217 066

Mining
Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816

Minority Group Children
A Selected Bibliography of Bilingual Special Education.
ED 217 106
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

Minority Groups
Bias in the Writing of Prose and Its Appraisal.
ED 217 073
Career Planning for Minority Women. Facilitator's Manual.
ED 216 247
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666
Management Basics for Minority Women. Facilitator's Manual.
ED 216 246
Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.
ED 216 245
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.
ED 216 647
Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary.
ED 216 299
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100
Women and Minorities in Science and Engineering.
ED 216 890
The 1980-1981 General College Retention Program, Final Report.
ED 216 595

Misconceptions
Student Misconceptions in Introductory Biology.
ED 216 880

Missouri
The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.
ED 216 746

Models
Audience in Introductory Composition: Reducing the Pretending.
ED 216 375
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601
Developing an Evaluation Model for Gifted Programs.
ED 216 474
Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.
ED 216 163
The Development of Programming Design Guides. Final Report.
ED 216 684
Evaluating Professional Personnel in Organizations: A Global View.
ED 216 428
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057
Solving Discipline Problems: Strategies for Classroom Teachers.
ED 216 788//
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415
Variable Perceptions of Decision: An Operationalization of Four Models.
ED 216 604
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Modern Language Curriculum
French as a Second Language Programs in Ontario.
ED 216 518

Moldmaking
Planning an Injection Mold Design Training Program.
ED 216 144

Money Management
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176
College Financial Management: Basics for Administrators.
ED 216 638//

Monroe Community College NY
Integrating Business and the Humanities.
ED 216 763

Montgomery College MD
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601

Mormons
The Reading Habits of Church Active Mormon Women.
ED 216 322

Mosqueda (Lawrence)
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.
ED 216 647

Mothers
Female Bonding among Low Income Mothers.
ED 216 290
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767
Single Mother's Resource Handbook.
ED 216 785

Motion
Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 932

Motivation
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253
The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154

Motivation Techniques
The Basic Comp Class as Rhetorical Situation.
ED 216 347
Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256

Motor Reactions
The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times.
ED 217 032
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
ED 217 017

Mountains
Education and the Mountain Centres. Second Edition.
ED 216 810

Multicultural Education
Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three.
ED 216 961
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234
Positive Approach to Self-Awareness - Multicultural Awareness.
ED 216 783
Responding to Teachers' Concerns with Qualitative Inquiry.
ED 217 016
Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series.
ED 216 966

Multiple Choice Tests
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077

Municipalities
Budgets and Big City Education.
ED 217 096

Munoz (Carlos)
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.
ED 216 647

Muscular Strength
The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times.
ED 217 032

Muscular Tension
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
ED 217 017

Museums
Museum School Partnerships: Plans and Programs. Sourcebook #4.
ED 216 945
A Sourcebook for the Interpretation of Traditional Dance By Outdoor Museums and Historic Sites.
ED 216 979

Mythology
Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523
Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

National Assessment of Educational Progress
Sex Differences in Science: I Don't Know.''
ED 216 868

National Center for Higher Educ Management Systems
Indicators of Tuition, Room, and Board Prices: An Overview.
ED 216 659

National Center for Research Vocational Education
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095

National Commission on Working Women
Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.
ED 216 157

National Diffusion Network
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076

National Institute of Education
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.
ED 216 644

National Longitudinal Study High School Class 1972
National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.
ED 217 051
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052

National Needs
Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248

National Norms
The American Freshman: National Norms for Fall 1981.
ED 216 606
Resource Allocation in U. K. Universities.
ED 216 612

National Programs
International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 216 672
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691
Out of School Programs in Science.
ED 216 894

National Science Foundation
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981).
ED 216 875

National Survey of Compensatory Education
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064

Natural Resources
Land Use in Saskatchewan.
ED 216 865
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Navigation
Navigation - Project CAPE Teaching Module.
ED 216 906

Nazism
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115

Need Gratification
Faculty Colleagueship Patterns and Research Productivity.
ED 216 633

Needs Assessment
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis.
ED 216 782
Competency Mapping: A New Concept in ABE Needs Assessment.
ED 216 158
Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office.
ED 216 212
Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly.
ED 216 303
Removing the Mystique from Needs Assessment.
ED 216 729
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239
The 5-Year Outlook on Science and Technology 1981.
ED 216 886
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 888

Negative Attitudes
Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly.
ED 216 281

Networks
Teacher Corps Networking: Purpose and Potential. A Position Paper.
ED 217 033

Neurological Organization
Brain Research: Implications for Learning.
ED 217 042

New Mexico State University
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045

New York
The New York State Testing Program in Writing: Its Influence on Instruction.
ED 216 350
Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review.
ED 216 485
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981.
ED 216 235

New York City Board of Education
Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis.
ED 217 092

Newark School System NJ
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099
Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098

News Media
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362

News Reporting
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362

Newspapers
A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 809

Non English Speaking
A Selected Bibliography of Bilingual Special Education.
ED 217 106

Nongraded Instructional Grouping
Problems of Curriculum and Staffing in Rural Schools.
ED 216 824//

Noninstructional Student Costs
Indicators of Tuition, Room, and Board Prices: An Overview.
ED 216 659

Nonprint Media
International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 216 672

Nontraditional Education
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//
A Selected Bibliography Related to Alternative School Systems.
ED 216 446
Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised.
ED 216 714
A Study of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives.
ED 216 425
A Study of Alternatives in American Education, Vol. VII: Conclusions and Policy Implications.
ED 216 427
A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976.
ED 216 426
University without Walls: An Alternative Approach to Management Education.
ED 216 575

Nontraditional Occupations
College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.
ED 216 628
Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198
Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286.
ED 216 282
Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Nontraditional Students
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
Non-traditional Students: New Faces and New Issues.
ED 216 615

Nonverbal Communication
A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

North American History
Social Studies Program Grade 5.
ED 216 974

North Carolina (Greensboro)
Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373

North Dakota Pioneers in Equality Project
Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198

Northern Plains Teacher Corps Project ND
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028

Northwestern University IL
Identifying the Context of Postsecondary Instructional Programs.
ED 216 632

Notional Functional Syllabi
Argumentation et Communication (Argumentation and Communication).
ED 216 509
Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series #12. Refugee Education Guide.
ED 216 521

Nuclear Energy
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Nuclear Energy Occupations
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Nuclear Warfare
Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide and Companion to Study/Action Guide for Congregations and Religious Groups.
ED 216 980
Nuclear Strategy and World Order: The United States Imperative.
ED 216 952

Number Concepts
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897

Numbers
The Numbers in Latin. Teacher's Guide. Tentative Edition.
ED 216 522

Nurses Aides
Nurse Aide. Post Secondary Curriculum Guide.
ED 216 132

Nursing Education
Degree Description for Associate Degrees in Nursing.
ED 216 735
Practical Nursing. Post Secondary Curriculum Guide.
ED 216 135

Nutrition
Family Day Care: How to Provide it in Your Home.
ED 216 766

Nutrition Instruction
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.
ED 216 457
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039
What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office
ED 216 794

Oakridge Public Schools OR
Microcomputers in Schools: Promise and Practice.
ED 216 451

Object Manipulation
Age Differences in Short Term Memory: Retention of Location and Distance Cues.
ED 217 023
A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information.
ED 217 025

Objectives
Planning Better Programs. Leadership Pamphlet #2.
ED 216 216

Observation
Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper.
ED 216 850

Occupational Aspiration
College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.
ED 216 628
The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.
ED 216 611
Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165

Occupational Clusters
Construction Cluster. Secondary Curriculum Guide.
ED 216 097
Electronics Cluster. Secondary Curriculum Guide.
ED 216 098
Health Occupations Cluster. Secondary Curriculum Guide.
ED 216 100
Metals Cluster. Secondary Curriculum Guide.
ED 216 101

Occupational Diseases
Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814

Occupational Home Economics
Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241
Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240
Home Economics Careers in Apparel and Accessories.
ED 216 242

Occupational Information
Career Development in Institutional Research.
ED 216 610
Elements of Computer Careers.
ED 216 683
Involving Alumni in Career Assistance Programs.
ED 216 616
Lincoln Head Start Career Development Plan. Revised Edition.
ED 216 770
Planning for College Success.
ED 216 706
Solar Energy Task Force Report: Technical Training Guidelines.
ED 216 705
Staffing Your Library/Media Center.
ED 216 677
Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373

Occupational Surveys
Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373

Occupational Work Adjustment Program
Keeping High Risk Students in School.
ED 216 462

Oceanography
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931
How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 923
How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 920
Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 916

Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 924

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 933

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 928

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 941

Office Machines

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition. ED 216 179

Office Duplication Practices. Teacher's Handbook. First Edition. ED 216 175

Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition. ED 216 173

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition. ED 216 174

Office Occupations

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition. ED 216 179

Office Occupations Education

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition. ED 216 179

Office Duplication Practices. Teacher's Handbook. First Edition. ED 216 175

Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition. ED 216 173

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition. ED 216 174

Ohio

Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694. ED 216 878

Ohio (Akron)

Development of a Model Network of University/Community Team Leadership. Final Report. ED 216 613

Ohio State University

Academic Program Review in a Loosely Coupled System. ED 216 587

Oklahoma

Oklahoma...OK. Oklahoma Activities, K-6. ED 216 959

Oklahoma (Blanchard)

Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report. ED 216 837

Oklahoma (Glencoe)

An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma. ED 216 838

Older Adults

Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model. ED 216 277

Community Pre-Retirement Training Program: Final Report and Statistical Summary. ED 216 755

Effective Responses to the Crime Problem of Older Americans: A Handbook. ED 216 170

Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide. ED 216 171

Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club. ED 216 279

Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach. ED 216 760

Housing the Elderly: Alternative Approaches. Reprint. ED 216 298

Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study. ED 216 272

Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging. ED 216 296

Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly. ED 216 303

Older Americans: A Review of Issues and Their Implications. ED 216 301

Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.) ED 216 295

Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary. ED 216 299

Public Policy and the Frail Elderly: A Staff Report. ED 216 300

Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement. ED 216 256

Retirement Planning Program. ED 216 754

Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association. ED 216 594

Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59. ED 216 297

Older Workers

Workload and Stress in the Older Employee. ED 216 251

Omnibus Reconciliation Act 1981

Income Maintenance Programs and College Opportunity. ED 216 621

On Campus Students

Freshman Attrition and the Residential Context. ED 216 586

The Michigan State University Alcohol Education Project for Resident Students. ED 216 574

One Parent Family

Demography in the United States: Some Twentieth Century Myths. ED 216 439

Single Mother's Resource Handbook. ED 216 785

Online Systems

Boston College Libraries: Systems, Services, Resources. ED 216 693

The Impact of Optical Videodiscs on Filmmaking. ED 216 674

Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report. ED 216 685

Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report. ED 216 686

Ontario

French as a Second Language Programs in Ontario. ED 216 518

Vandalism Prevention Programs: A Case Study Approach. ED 216 422

Open Education

Open Education and Student Performance. ED 216 797

Open Learning Institute BC

Course Development: Industrial or Social Process. ED 216 662

Distance Education: The Personal Response. ED 216 658

Operating Expenses

Some Economic Aspects of the Provision of Educational Services in Rural Areas. ED 216 822//

Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper. ED 216 848

Operation PROTEACH

The Content in Teacher Education Programs. ED 217 029

Opportunities Industrialization Centers America

Program Design for Summer Youth Training. ED 216 184

Oral History

Using Oral History in Educational Studies. Multicultural Research Guides Series, Number One. ED 216 967

Oral Interpretation

Research Findings from Student Performances of James Dickey's The Leap.'' ED 216 396

The Rhapsode as Singer and Actor. ED 216 399

Oral Language

Black-English Influences in the Writing of Third- and Sixth-Grade Black Students. ED 216 392

The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students. ED 216 320

Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students. ED 216 358

A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students. ED 216 391

The Rhapsode as Singer and Actor. ED 216 399

Oregon

Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers. ED 216 749

Legal Services for Oregon School Districts. ED 216 454

Organization

Learning Cycles for Basic Writers. ED 216 344

Organizational Climate

Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5. ED 217 099

A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication. ED 216 409

Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents. ED 216 668

Organizational Communication

An Analysis of Uncertainty and Satisfaction: A Hospital Case Study. ED 216 408

A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication. ED 216 409

Effective Public Relations. Leadership Pamphlet #13. ED 216 227

Foreign Language Week: A Successful Public Relations Model. ED 216 532

An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course. ED 216 398

Organizational Development

Institutional Management through Organization Development. ED 216 733

Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers. ED 216 293

Seven School-Based Planning Projects in One Hundred and Seventy Five New York City Elementary and Secondary Public Schools: A Comparative Analysis. ED 217 092

Organizational Effectiveness

Board Spats Getting You Down? Here's How to Resolve Them. ED 216 458

The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report. ED 217 011

Organizational Objectives

The Community College in the Eighties: Time for Reformation. ED 216 723

Planning for Excellence: A Case Model in a Large Urban Community College District. ED 216 740

A Study of Research and Evaluation Offices and Office Functions in the Public Schools. ED 217 060

Organizational Theories

Academic Program Review in a Loosely Coupled System. ED 216 587

A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication. ED 216 409

Identifying the Context of Postsecondary Instructional Programs. ED 216 632

Management in Institutions of Higher Learning. ED 216 639//

Variable Perceptions of Decision: An Operationalization of Four Models. ED 216 604

Organizations (Groups)

A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication. ED 216 409

Orientation

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide. ED 216 178

The Washington District School Volunteer Program. ED 216 789

Ornamental Horticulture

Ornamental Horticulture. Post Secondary Curriculum Guide. ED 216 134

Out of Level Testing

The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests. ED 217 062

Outcome Based Education

School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective. ED 216 997//

Outcomes of Education

A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area. ED 216 745

Open Education and Student Performance. ED 216 797

PLATO Use in Oklahoma Skill Centers. Final Report. ED 216 150

A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.'' ED 216 143

A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976. ED 216 426

What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981). ED 216 452

Outdoor Activities

Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper. ED 216 851

Outdoor Education

Education and the Mountain Centres. Second Edition. ED 216 810

Outdoor Unified Studies. ED 216 828

Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper. ED 216 847

Year-Round Camping Through Adventure Education Programs. An Occasional Paper. ED 216 846

Outreach Programs

Handicapped Children's Early Education Program. 1981-82 Overview and Directory. ED 216 508

Pacific Americans

Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers. ED 217 103

Painting (Visual Arts)

Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities. ED 217 090

Paleontology

Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 934

Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 919

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 921

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 918

Papua New Guinea

Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979). ED 216 690

Parent Attitudes

Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis. ED 216 782

Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper. ED 216 850

A Statewide Nutrient Analysis of Children's Diets. ED 217 039

Parent Behavior

The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study. ED 216 772

Parent Child Relationship

Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model. ED 216 277

Family Relations and the Process of Differentiation. Publication 56. ED 216 765

Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades. ED 216 324

Research Findings Concerned with Fathers' Impact on Their Preschoolers. ED 216 773

Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences. ED 216 252

Parent Committees

Handbook for Indian Parent Committees. ED 216 843

Indian Education: A Manual for Program Management. ED 216 845

Parent Education

The Challenge of Partnership: Working with Parents of Children in Foster Care. ED 216 780//

The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study. ED 216 772

Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981. ED 216 769

Parent Influence

Research Findings Concerned with Fathers' Impact on Their Preschoolers. ED 216 773

Parent Participation

Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers. ED 216 784

Bilingual Education: Parents and Community Awareness Training Manual. ED 216 841

The Challenge of Partnership: Working with Parents of Children in Foster Care. ED 216 780//

Handbook for Indian Parent Committees. ED 216 843

A Model for Training Migrant Parents to Participate in the Total Development of Their Children. ED 216 826

Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades. ED 216 324

Problems of Intervention in Families with Deviant Children. ED 216 274

Rx: Home Remedies for Math. ED 216 862

Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start. ED 216 771

Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary. ED 216 484

Parent Responsibility

Handbook for Indian Parent Committees. ED 216 843

Parent Role

The Challenge of Partnership: Working with Parents of Children in Foster Care. ED 216 780//

Educating Hard of Hearing Children. Special Education in Transition 2. ED 216 496

Focus on the Kindergarten. Early Childhood Education Series 1. ED 216 790

Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades. ED 216 324

Research Findings Concerned with Fathers' Impact on Their Preschoolers. ED 216 773

Working with Schools: For Parents of Children in Need of Exceptional Education. ED 216 482

Parent School Relationship

Bilingual Education: Parents and Community Awareness Training Manual. ED 216 841

Handbook for Indian Parent Committees. ED 216 843

The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report. ED 216 507

The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future. ED 216 471

PR and the Language Program. ED 216 535//

Parent Teacher Cooperation

Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start. ED 216 771

Parenthood Education

Family Living and Parenthood. ED 216 244

Parliamentary Procedures

Streamlining Parliamentary Procedure. Leadership Pamphlet #15. ED 216 229

Part Time Employment

Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286. ED 216 282

Part Time Faculty

Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981. ED 216 737

Part-Time Faculty Effectiveness: Fulfilling the Need. ED 216 741

Partial Hearing

Competency Goals and Performance Indicators K-12: Hearing Impaired Learners, Birth-Grade 12. Supplement. ED 216 499

Educating Hard of Hearing Children. Special Education in Transition 2. ED 216 496

Participant Characteristics

Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study. ED 216 272

Participant Satisfaction

Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982. ED 216 734

Evaluation of Cassette Braille. ED 216 681

Participation

Better Boards and Committees. Leadership Pamphlet #14. ED 216 228

High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226. ED 216 208

Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study. ED 216 272

Participative Decision Making

The Japanese Form of Management: Will It Work in American High Schools? ED 216 453

Participative Management: A Practice for Meeting the Demands of the Eighties. ED 216 435

Patient Education

Prevention and Control of Dental Disease through Improved Access to Comprehensive Care. ED 216 302

Peace

Conflict Resolution and Peace Studies: An Annotated Bibliography. Ethnic Studies Bulletin, Number Nine. ED 216 965

Peer Acceptance

Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped. ED 216 493

Peer Counseling

Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors. ED 216 742

Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised. ED 216 714

Peer Evaluation

Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children. ED 216 260

Freedom, Restraint, and Peer Group Interaction. ED 216 365

Peer Groups

Competing Value Systems in the Inner-City Schools. ED 216 560//

Ethnography of Children's Folklore. ED 216 561//

Peer Interaction: A Method of Creating Voice in Writing. ED 216 356

Peer Influence

Freshman Attrition and the Residential Context. ED 216 586

Peer Interaction: A Method of Creating Voice in Writing. ED 216 356

Peer Relationship

Faculty Colleagueship Patterns and Research Productivity. ED 216 633

Female Bonding among Low Income Mothers. ED 216 290

Peer Teaching

Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science. ED 216 869

Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach. ED 216 760

Pennsylvania

The Pros and Cons of Busing in Pennsylvania. ED 217 110

Perception

Creating Awareness: An Instructional Unit in Sex Equity. ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity. ED 216 161

Equality in Language. An Instructional Unit in Sex Equity. ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit. ED 216 162

Performance Factors

The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance. ED 217 046

The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults. ED 216 811

Workload and Stress in the Older Employee. ED 216 251

Periodicals

A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada. ED 216 809

Perry (William)

Teaching With a Purpose: The Perry Scheme and the Teaching of Writing. ED 216 372

Perseveration

Children with a Perseverative Text Processing Strategy: The Effect of Text Organization. ED 216 316

Personal Space

Communication Apprehension and Intercultural Nonverbal Coding. ED 216 418

Personality Change

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System. ED 216 954

Personality Development

Ego Development and Power Base Reliance of School Principals. ED 216 444

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System. ED 216 954

Personality Theories

Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization. ED 216 440

Personality Traits

The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness. ED 216 412

Personnel Evaluation

Evaluating Professional Personnel in Organizations: A Global View. ED 216 428

Lincoln Head Start Career Development Plan. Revised Edition. ED 216 770

Personnel Needs

Conferences That Work. Leadership Pamphlet #11. ED 216 225

Personnel Policy

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981. ED 216 653

Beyond Traditional Tenure. A Guide to Sound Policies and Practices. ED 216 598//

Part-Time Faculty Effectiveness: Fulfilling the Need. ED 216 741

Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act. ED 216 736

Personnel Selection

Interviewer Perceptions. ED 216 414

Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide. ED 216 266

Persuasive Discourse

Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English? ED 216 367

Argumentation et Communication (Argumentation and Communication). ED 216 509

Philosophical Phenomenology: A Methodology for Holistic Educational Research. Multicultural Research Guides Series, Number Four. ED 216 964

Philosophy

The Role of Philosophy Programs in Higher Education. ED 216 579

Physical Activities

Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

Physical Disabilities

Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978). ED 216 486

Cognitive Effects of Mainstreaming. ED 216 494

Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled. ED 216 268

Oral Composition in the Classroom (Handicapped Students). ED 216 470

Physical Education

Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept. ED 217 006

Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

What Do We Know About What We Do: Equity and Curriculum Research. ED 217 014

Physical Environment

Radiation and Its Health Effects. AIO Red Paper #19. ED 216 813

Physical Fitness

Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course. ED 217 007

Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

Physical Health

Public Policy and the Frail Elderly: A Staff Report. ED 216 300

Physics

Better Science Through Safety. ED 216 889

An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation. ED 216 882

Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24. ED 216 857

Minicomputers in the Teaching Laboratory - An Example from Physics. ED 216 877

Physiology

Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980. ED 216 264

Piagetian Tasks

Measurement and Analysis of Logical Thinking. Final Technical Report. ED 216 863

Piagetian Theory

Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100. ED 217 091

Pico v Island Trees Board of Education
School Public Library Censorship and the First Amendment.
ED 216 438

Pink Collar Occupations
Discovering the 80*. Final Project Report by the National Commission on Working Women, 1977-1980.
ED 216 157

Placement
Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Planning
Conferences That Work. Leadership Pamphlet #11.
ED 216 225
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators.
ED 216 269
Refugees and Sponsorship.
ED 217 085
Retirement Planning Program.
ED 216 754
Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217

Plant Growth
Ornamental Horticulture. Post Secondary Curriculum Guide.
ED 216 134

Plastics
Planning an Injection Mold Design Training Program.
ED 216 144

Plate Tectonics
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931
Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 934
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 925
Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 935
Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 929
Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 911
Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 919
Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 936
How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 922
How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 923
How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 917
How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 920
Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 937
Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 915
Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 912
Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 916
Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 910
Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 932
Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 921
Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 924
Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 926
Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 933
Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 927
The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938
A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 928
Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 913
Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 918
Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 939
What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 914
When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940
Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 930
Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 941

PLATO
PLATO Use in Oklahoma Skill Centers. Final Report.
ED 216 150

Play
Play Theory of the Rich and for the Poor.
ED 216 562//

Plumbing
Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1.
ED 216 201

Poetry
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 464
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'
ED 216 360
Research Findings from Student Performances of James Dickey's The Leap.''
ED 216 396

Policy Formation
The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.
ED 216 434
Beyond Traditional Tenure. A Guide to Sound Policies and Practices.
ED 216 598//
Land Use in Saskatchewan.
ED 216 865
Making Policies for Children: A Study of the Federal Process.
ED 216 776
Policy Issues and Research Design. Contractor Report.
ED 216 669
The Politics of Federal Vocational Educational Legislation: 1963-1976.
ED 216 093
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209
The 5-Year Outlook on Science and Technology 1981.
ED 216 886
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 888

Political Affiliation
Party Identification and the Southern Influence.
ED 216 707

Political Attitudes
Fact-Book on Italians in Canada. First Edition.
ED 217 087
Student Politics. Perspectives for the Eighties.
ED 216 608//

Political Campaigns
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415

Political Communication
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415

Political Influences
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108
Party Identification and the Southern Influence.
ED 216 707
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.
ED 216 647
The Politics of Federal Vocational Educational Legislation: 1963-1976.
ED 216 093
School Class Size: Research and Policy
ED 217 111//
Selected Bibliography: Refugees and Refugee Migration.
ED 217 084
Variable Perceptions of Decision: An Operationalization of Four Models.
ED 216 604

Political Issues
The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620

Political Power
Accountability and the Politics of Education.
ED 216 423

Politics
Political Communication Coursework and the Skills Utilized by Political Professionals.
ED 216 411

Politics of Education
Accountability and the Politics of Education.
ED 216 423

Popular Culture
A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Population Growth
Eastern Europe: Pronatalist Policies and Private Behavior.
ED 216 944

Population Trends
Demography in the United States: Some Twentieth Century Myths.
ED 216 439
A Population Profile: The 1980-s and Beyond. DataTrack 8.
ED 216 988

Positive Reinforcement
Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146

Postdoctoral Education
Postdoctoral Appointments and Disappointments.
ED 216 607

Postsecondary Education
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
Field Experience in Postsecondary Education: A Guidebook for Action.
ED 216 578//
Finding Exemplars of Research on Academic Programs.
ED 216 660
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208
Policy Issues and Research Design. Contractor Report.
ED 216 669
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651

Postsecondary Education As a Field of Study
Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622
Instructional Resources Handbook for Higher Education.
ED 216 635

Power Technology
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

Practical Nursing
Practical Nursing. Post Secondary Curriculum Guide.
ED 216 135

Practicum Supervision
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044
Human Services Practicum Program.
ED 216 278

Practicums
Field Experience in Postsecondary Education: A Guidebook for Action.
ED 216 578//
Human Services Practicum Program.
ED 216 278

Pragmatics
Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//

Predictive Measurement
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601

Predictor Variables
Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model.
ED 216 277
Four Indicators of Administrative Effectiveness.
ED 216 634
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.
ED 217 046
The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.
ED 216 641
The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021

Pregnancy
Radiation and Its Health Effects. AIO Red Paper #19.
ED 216 813

Pregnant Students
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Preretirement Education
Community Pre-Retirement Training Program: Final Report and Statistical Summary.
ED 216 755
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
ED 216 715
Retirement Planning Program.
ED 216 754

Preschool Children
Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799
Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479
Positive Approach to Self-Awareness - Multicultural Awareness.
ED 216 783
Research Findings Concerned with Fathers' Impact on Their Preschoolers.
ED 216 773

Preschool Education
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary.
ED 216 781
Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)).
ED 216 469

Preschool Teachers
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 [illegible]3//

Preservice Teacher Education
The Content in Teacher Education Programs.
ED 217 029
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030
Higher Education Perspective of Classroom Management and School Effectiveness.
ED 216 999//
Professional Preparation: A Process of Discovery.
ED 217 008
Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going.
ED 217 012
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI.
ED 216 817
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045
Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020
A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.
ED 216 892
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).
ED 217 019
1981 Graduates of the Block Program. A Follow-up Study.
ED 217 015

Prevention
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031
Vandalism Prevention Programs: A Case Study Approach.
ED 216 422

Preventive Medicine
Prevention and Control of Dental Disease through Improved Access to Comprehensive Care.
ED 216 302

Prevocational Education
Planning for College Success.
ED 216 706

Prewriting
Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366
The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354

Primary Sources
Historians/Artifacts/Learners: Working Papers.
ED 216 947
Perspectives. Teacher's Guide and Reflections of History and From Cottages to Corporations and World War I, The Home Front and The Great Depression.
ED 216 982

Primary Trait Scoring
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357

Principals
Ego Development and Power Base Reliance of School Principals.
ED 216 444

Prisoners
The Humanities Behind the Walls.''
ED 216 389

Private Agencies
Uprooted Children, Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793

Private Colleges
The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 .
ED 216 618

Private Education
The Evolution of the New York Archdiocesan School System 1800-1967.
ED 216 956
What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981).
ED 216 452

Private School Aid
The Evolution of the New York Archdiocesan School System 1800-1967.
ED 216 956
Government Finance of Private Education: A Review of the Australian Experience.
ED 216 437

Private Schools
What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981).
ED 216 452

Problem Solving
Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406
An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.
ED 216 904
Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895

Process Education
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870
ORES - Objective Referenced Evaluation in Science.
ED 216 876

Production Techniques
How to Prepare Original Motion Picture Film for Printing, Including A and B Rolls.
ED 216 673
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.
ED 216 675

Productivity
A Causal Model of Faculty Research Productivity.
ED 216 661
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.
ED 216 680
Faculty Colleagueship Patterns and Research Productivity.
ED 216 633

Professional Associations
Instructional Resources Handbook for Higher Education.
ED 216 635
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651

Professional Continuing Education
Beginning Teachers as Learners: A Descriptive Report.
ED 217 036
Continuing Social Work Education Provision: Trends and Future Developments.
ED 216 599
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172

Professional Development
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855
Evaluation and Professional Development for the Instructional Supervisor.
ED 216 716
Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007.
ED 216 996
Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.
ED 216 245
Progress Report on ELSP Program, 1979-80.
ED 216 589

Professional Education
Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981).
ED 217 004
Continuing Social Work Education Provision: Trends and Future Developments.
ED 216 599
Liberal Learning and Professional Programs.
ED 216 650
Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.
ED 216 592

Professional Personnel
Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.
ED 216 775//

Professional Recognition
Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981).
ED 217 004

Professional Services
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830

Program Administration
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.
ED 216 213
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044
Entry Level Skills Program Implementation Guide.
ED 216 588
Indian Education: A Manual for Program Management.
ED 216 845
School Based Staff Support Teams: A Blueprint for Action.
ED 216 498
Sponsored Programs.
ED 216 571

Program Attitudes
The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5.
ED 216 395
Teacher Corps Networking: Purpose and Potential. A Position Paper.
ED 217 033

Program Budgeting
Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.
ED 216 848

Program Content
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149
Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403
Reconceptualizing Back-To-Basics.
ED 216 348

Program Costs
Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary.
ED 216 779
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary.
ED 216 781
A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.
ED 216 745
Insights into Engineering Education Administration.
ED 216 643

Program Descriptions
The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873
Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula.
ED 216 905
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9.
ED 216 164
Early Childhood Education Study: Washington's Three and Four Year Olds.
ED 216 798
An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation.
ED 216 882
Out of School Programs in Science.
ED 216 894
Preparing for High Technology: Programs That Work.
ED 216 167
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866

Program Design
The Content in Teacher Education Programs.
ED 217 029
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.
ED 216 213
Higher Education Perspective of Classroom Management and School Effectiveness.
ED 216 999//

Program Development
Assessing Successful Strategies in Bilingual Vocational Training Programs.
ED 216 182
Basic Skills in a Longterm Perspective (BAS).
ED 216 308
Construction Cluster. Secondary Curriculum Guide.
ED 216 097
The Data-Based Staff Development Program: Design, Implementation, and Effects.
ED 217 041
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators.
ED 216 269
Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241
Implementing Research and Development in Schools: State-of-the-Art.
ED 217 001//
Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)).
ED 216 469
Mainstreaming: The Need to Prepare the Nondisabled.
ED 216 328
Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement.
ED 216 721
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
ED 216 715
A Model for Training Migrant Parents to Participate in the Total Development of Their Children.
ED 216 826
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210
Planning an Injection Mold Design Training Program.
ED 216 144
Planning Better Programs. Leadership Pamphlet #2.
ED 216 216
Planning Events for LD Adults.
ED 216 505
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169
Preparing for High Technology: Programs That Work.
ED 216 167
Report of the Task Force on the Academic Program.
ED 216 726
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238
Resources for the Family Day Care Provider.
ED 216 778
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235
A Sourcebook for the Interpretation of Traditional Dance By Outdoor Museums and Historic Sites.
ED 216 979
Strategic Planning in an Urban Environment: Focus on Education.
ED 216 739
Structuring an Adult Learning Environment, Part III: The Team Approach.
ED 216 196
Training in Human Relations. Leadership Pamphlet #16.
ED 216 230
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Using Labor Market Information in Vocational Planning. R & D Series No. 228. ED 216 209
The Washington District School Volunteer Program. ED 216 789
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level. ED 216 608
Year-Round Camping Through Adventure Education Programs. An Occasional Paper. ED 216 846

Program Effectiveness
An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report. ED 216 795
The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children. ED 216 258
Alternative Methods for Collecting Data on Mental Health Treatment Outcome. ED 216 287
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary. ED 216 781
Assessing Successful Strategies in Bilingual Vocational Training Programs. ED 216 182
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort. ED 216 271
Cooperative Education Is a Superior Strategy for Using Basic Learning Processes. ED 216 186
Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled. ED 216 268
The Data-Based Staff Development Program: Design, Implementation, and Effects. ED 217 041
Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report. ED 216 288
The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study. ED 216 772
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club. ED 216 279
Evaluation of the ESAA Program, 1980-81. ED 217 112
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training. ED 216 188
Evaluation of 1980-81 Bilingual Title VII Program. ED 217 113
An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System. ED 216 954
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers. ED 217 010
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation. ED 216 689
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981). ED 216 214
Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study. ED 216 272
Issues in Remedial Program Evaluation. URET Report No. 3. ED 217 098
The New York State Testing Program in Writing: Its Influence on Instruction. ED 216 350
PLATO Use in Oklahoma Skill Centers. Final Report. ED 216 150
Proposed Title I Cuts: A Problem for the South. ED 217 097
Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future. ED 216 883
Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis. ED 217 092
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981. ED 216 235
Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students. ED 216 285
Teacher as Change Agent. ED 217 013
Teacher Corps Networking: Purpose and Potential. A Position Paper. ED 217 033
Teacher Opinions About Professional Education Training Programs. ED 217 043
What Do We Know About What We Do: Equity and Curriculum Research. ED 217 014

Program Evaluation
Academic Program Review in a Loosely Coupled System. ED 216 587
Alternative Programs for Disruptive Youth. ED 216 495
Assessing Successful Strategies in Bilingual Vocational Training Programs. ED 216 182
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed. ED 217 056
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills. ED 217 064
Developing an Evaluation Model for Gifted Programs. ED 216 474
Entry Level Skills Program Implementation Guide. ED 216 588
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs. ED 217 082
Evaluability Assessment: The Promise in Practice. ED 217 078
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227. ED 216 166
Evaluation Contracting Checklist. ED 217 081
Field Experience in Postsecondary Education: A Guidebook for Action. ED 216 578//
French as a Second Language Programs in Ontario. ED 216 518
Identifying the Context of Postsecondary Instructional Programs. ED 216 632
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach. ED 217 053
An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation. ED 216 882
Learning from Experience: Evaluating Early Childhood Demonstration Programs. ED 216 777
Organizational and Political Tensions in Evaluation. ED 216 432
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4. ED 216 210
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program. ED 216 866
Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going. ED 217 012
Research on Program Quality. ED 216 629
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.'' ED 216 143
Third Annual Employer Satisfaction Survey. ED 216 710
The Washington District School Volunteer Program. ED 216 789
What to Do with What We Know and What to Do about What We Don't Know. ED 216 185

Program Implementation
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators. ED 216 213
The Data-Based Staff Development Program: Design, Implementation, and Effects. ED 217 041
Effective Responses to the Crime Problem of Older Americans: A Handbook. ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide. ED 216 171
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1. ED 216 149
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators. ED 216 269
Handbook for Home Economics Cooperative Education Teacher-Coordinators. ED 216 240
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report. ED 216 507
Implementing Research and Development in Schools: State-of-the-Art. ED 217 001//
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study. ED 216 491
Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study. ED 216 492
Manual for Refugee Sponsorship. ED 217 107
Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start. ED 216 771
Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973). ED 216 831

Program Improvement
The Content in Teacher Education Programs. ED 217 029
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues. ED 216 148
Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007. ED 216 996
Preparing for High Technology: A Guide for Community Colleges. ED 216 169
Vocational Education for Gifted and Talented Students. Information Series No. 236. ED 216 206

Program Objectives
Continuing Social Work Education Provision: Trends and Future Developments. ED 216 599
Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

Programed Instructional Materials
Military Curriculum Materials for Vocational and Technical Education. Engine Principles, 8-3. Edition 5. ED 216 180
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Electricity 3-3. ED 216 202
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4. ED 216 203
Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1. ED 216 201
Military Curriculum Materials for Vocational and Technical Education. Soils Engineering 3-1. Edition 1. ED 216 200

Programing
Computer Literacy for All High School Students. ED 216 679
Lesson Plan for Computer Literacy Unit (3 Weeks), Grades 7-9. Revised ED 216 898
Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report. ED 216 685

Programing (Broadcast)
Entertainment, Education, and the Hard Sell: Three Decades of Network Children's Television. ED 216 413//
An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV. ED 216 796
Public Broadcasting and the Public Forum Doctrine. ED 216 401
What Children Could Learn from TV. ED 216 700

Project Head Start
Handbook for Caregivers: And Away We Go! ED 216 792
Lincoln Head Start Career Development Plan. Revised Edition. ED 216 770
Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start. ED 216 771

Project Interact
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide. ED 216 237
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation. ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation. ED 216 238
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report. ED 216 239

Project on Achieving Equity for Women Soc Work Ed
Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts. ED 216 592

Pronatalism
Eastern Europe: Pronatalist Policies and Private Behavior. ED 216 944

Pronunciation
Universals, Typologies and Interlanguage. ED 216 511

Proof (Mathematics)
Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1. ED 216 874

Prose Learning
The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students. ED 216 320

Psychological Assessment
Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper. ED 216 850

Psychological Characteristics
Women's Roles and Vulnerability to Depression. ED 216 250

Psychological Studies
Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskapliga Rapporter). ED 216 645

Psychology
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration. ED 216 593

Psychomotor Objectives
Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

Psychomotor Skills
Age Differences in Short Term Memory: Retention of Location and Distance Cues. ED 217 023
A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information. ED 217 025
Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept. ED 217 006

Psychopathology
Family Relations and the Process of Differentiation. Publication 56. ED 216 765

Psychosocial Development
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging. ED 216 296

Public Administration Education
Camelot Revisited: Public Administration Education in a Generic School. Management Research Program. ED 216 461

Public Affairs Education
Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide and Companion to Study/Action Guide for Congregations and Religious Groups. ED 216 980

Public Agencies
Development Communication Report. No. 37, March 1982. ED 216 701

Public and Private Schools (Coleman et al)
What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981). ED 216 452

Public Broadcasting
Public Broadcasting and the Public Forum Doctrine. ED 216 401

Public Health
Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980. ED 216 264
Radiation and Its Health Effects. AIO Red Paper #19. ED 216 813
Benefit Allocation Study of the Texas Library System. FY 1980. ED 216 692
Governance Model Alternatives for Organizing Library Systems. ED 216 694
International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981). ED 216 672
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979). ED 216 690
Perceptions of Puppet Use by Public Library Administrators. ED 216 697
The Present Status and Likely Future of Public Library Film Service. ED 216 699

Public Opinion
Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness. ED 216 752
Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges. ED 216 753
School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26. ED 217 093

Public Policy
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans. ED 217 114
Annotated Bibliography. Conference Materials: Strategy Conference on Education and the Economy (Washington, D.C., September 22-24, 1981). ED 216 460
Development Studies: A Case for New Legitimations of the Social Role of Higher Education? ED 216 663
Haitian Refugees Need Asylum: A Briefing Paper. ED 217 086
Justice Department Policies on Equal Employment and Affirmative Action. ED 217 109
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries. ED 216 187
Learning from Experience: Evaluating Early Childhood Demonstration Programs. ED 216 777
Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly. ED 216 303
Public Policy and the Frail Elderly: A Staff Report. ED 216 300
School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26. ED 217 093
Selected Bibliography: Refugees and Refugee Migration. ED 217 084

Public Relations
Effective Public Relations. Leadership Pamphlet #13. ED 216 227
Foreign Language Week: A Successful Public Relations Model. ED 216 532
The OMLTA Yearbook: 1982. ED 216 534
PR and the Language Program. ED 216 535//

Public School Adult Education
Secondary Adult Program 310 Report. ED 216 152

Public Schools
A Study of Research and Evaluation Offices and Office Functions in the Public Schools. ED 217 060

Public Service Advertising
Media Campaigns and Crime Prevention: An Executive Summary. ED 216 352

Public Speaking
Communication Apprehension and the Speech Anxiety Peak Experience. ED 216 417

Public Support
Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary. ED 216 779
Income Maintenance Programs and College Opportunity. ED 216 621

Publications
Faculty Colleagueship Patterns and Research Productivity. ED 216 633
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration. ED 216 593

Publicity
As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges. ED 216 764
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982. ED 216 734
Effective Public Relations. Leadership Pamphlet #13. ED 216 227
Foreign Language Week: A Successful Public Relations Model. ED 216 532

Publishing Industry
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences. ED 216 318

Puerto Rican Culture
Competing Value Systems in the Inner-City Schools. ED 216 560//

Puerto Ricans
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project. ED 217 088
Eventos de Abril (April Events). ED 216 842
Eventos de Marzo (March Events). ED 216 802
Teresita and Carlitos. ED 216 804
Una Visita al Viejo San Juan (A Visit to Old San Juan). ED 216 803

Puerto Rico
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project. ED 217 088

Puerto Rico (Old San Juan)
Una Visita al Viejo San Juan (A Visit to Old San Juan). ED 216 803

Pupil Control Ideology
The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness. ED 216 412

Pupil Personnel Services
Pupil Personnel Services: Material Review List Recommendations. ED 216 291
Pupil Personnel Services: Statement of Functions. ED 216 292
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood. ED 216 263

Pupil Personnel Workers
Pupil Personnel Services: Statement of Functions. ED 216 292

Puppetry
Perceptions of Puppet Use by Public Library Administrators. ED 216 697

Qualitative Data
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report. ED 217 063

Quality Control
Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981). ED 217 004

Quality of Life
Perceptions of the Quality of School Life: A Case Study of Schools and Students. ED 216 429

Quantitative Tests
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation. ED 216 897

Questioning Techniques
Alternative Methods for Collecting Data on Mental Health Treatment Outcome. ED 216 287
Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials. ED 216 881
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.' ED 216 360
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241. ED 216 335
Verbal Interaction Behaviors of Teachers of the Gifted. ED 216 478

Quotas
Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70. ED 217 101
Justice Department Policies on Equal Employment and Affirmative Action. ED 217 109

Racial Attitudes
Native American Games & European Religious Attitudes in the 16th & 17th Centuries. ED 216 833

Racial Differences
Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities. ED 217 090

Racial Discrimination
Confronting Racial Isolation in Miami. ED 217 116
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies. ED 216 647

Racial Integration
Responding to Teachers' Concerns with Qualitative Inquiry. ED 217 016

Radiation
Radiation and Its Health Effects. AIO Red Paper #19. ED 216 813

Radiation Biology
Radiation and Its Health Effects. AIO Red Paper #19. ED 216 813

Radiation Effects
Radiation and Its Health Effects. AIO Red Paper #19. ED 216 813

Radiologic Technologists
Radiological Technology. Secondary Curriculum Guide. ED 216 137

Ranking
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration. ED 216 593

Ratios (Mathematics)
Use Ratio for Computing Informal Reading Tests! ED 216 340

Reaction Time
The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times. ED 217 032

Readability
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences. ED 216 318
Literary Experience, A Neglected Essential. ED 216 306

Reader Text Relationship
A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.'' ED 216 374

Reading Ability
Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children. ED 216 315
Judging the Emergent Reading Abilities of Kindergarten Children. ED 216 332
Kindergartners Deal with Word Boundaries. ED 216 333
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels. ED 216 342

Reading Achievement
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills. ED 217 064
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests. ED 217 062
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82. ED 216 339
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress. ED 216 321
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981. ED 217 067
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33. ED 216 334

Reading Aloud to Others
Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades. ED 216 324

Reading Attitudes
Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification. ED 216 307

Reading Comprehension
Children with a Perseverative Text Processing Strategy: The Effect of Text Organization. ED 216 316
The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items. ED 216 313
The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose. ED 216 319
The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students. ED 216 320
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research. ED 216 330
Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books. ED 216 323
A Reading Lesson as the Reading Specialist Would Have Us Do It. ED 216 538//
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels. ED 216 342
SQ3R Doesn't Work Or Does It? ED 216 327
The Structure of Narrative Retelling. ED 216 317

Reading Consultants
The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications. ED 216 341

Reading Diagnosis
Use Ratio for Computing Informal Reading Tests! ED 216 340

Reading Difficulties
Children with a Perseverative Text Processing Strategy: The Effect of Text Organization. ED 216 316

Reading Habits
The Reading Habits of Church Active Mormon Women. ED 216 322
Reading in the Age of Television. ED 216 310

Reading Improvement
Effective Use of Time in Secondary Reading Classrooms. ED 216 343
Figurative Language of Disadvantaged Blacks as Related to Poverty, Music, Poetry, Language and Reading. ED 217 104
Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students. ED 216 358

Reading Instruction
Aboriginal Learning Styles and the Three Rs. ED 216 825//
Comprehension in Context: Social and Situational Influences on Story Retellings. ED 216 338
Effective Use of Time in Secondary Reading Classrooms. ED 216 343

The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339
Enhancing Children's Response to Figurative Language.
ED 216 305
Have You Disabled a Student Today? A Look at Teacher Effectiveness.
ED 216 311
A Holistic Approach to Language Literacy.
ED 216 325
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330
Literacy and Awareness of Segmental Structure in Adult Learners.
ED 216 510
The OMLTA Yearbook: 1982.
ED 216 534
A Reading Lesson as the Reading Specialist Would Have Us Do It.
ED 216 538//
Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.
ED 216 806
Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.
ED 216 329

Reading Interests
Literary Experience, A Neglected Essential.
ED 216 306

Reading Material Selection
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.
ED 216 318

Reading Materials
Frequency-Count of English Words Appearing in Books Read in Elementary Schools.
ED 216 326

Reading Processes
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.
ED 216 335
Text Processing Differences among Readers.
ED 216 331
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Reading Programs
Basic Skills in a Longterm Perspective (BAS).
ED 216 308
The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications.
ED 216 341
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339

Reading Readiness
Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades.
ED 216 324

Reading Research
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312
Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.
ED 216 307
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336
Children with a Perseverative Text Processing Strategy: The Effect of Text Organization.
ED 216 316
The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.
ED 216 313
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.
ED 216 318
Effective Use of Time in Secondary Reading Classrooms.
ED 216 343
The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.
ED 216 319
The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students.
ED 216 320
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339
Frequency-Count of English Words Appearing in Books Read in Elementary Schools.
ED 216 326
Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children.
ED 216 315
Have You Disabled a Student Today? A Look at Teacher Effectiveness.
ED 216 311
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
ED 216 321
Kindergartners Deal with Word Boundaries.
ED 216 333
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.
ED 216 335
The Reading Habits of Church Active Mormon Women.
ED 216 322
Reading in the Age of Television.
ED 216 310
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.
ED 216 342
The Structure of Narrative Retelling.
ED 216 317
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.
ED 216 334
Text Processing Differences among Readers.
ED 216 331
Which Words Shall They Learn?
ED 216 314

Reading Skills
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336
Basic Skills in a Longterm Perspective (BAS).
ED 216 308
The Effect of Retention on Achievement.
ED 216 309
Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113
Reading in the Age of Television.
ED 216 310

Reading Strategies
Children with a Perseverative Text Processing Strategy: The Effect of Text Organization.
ED 216 316
SQ3R Doesn't Work Or Does It?
ED 216 327
Text Processing Differences among Readers.
ED 216 331

Reading Teachers
The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications.
ED 216 341
Have You Disabled a Student Today? A Look at Teacher Effectiveness.
ED 216 311

Reading Tests
The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.
ED 216 313

Reading Writing Relationship
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.
ED 216 342
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Reality
Four Young Children Construct Reality: Television Watching in the Home.
ED 216 355

Recall (Psychology)
The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.
ED 216 319
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.
ED 216 335
The Structure of Narrative Retelling.
ED 216 317

Recency Effect
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832

Recipes (Food)
A Cooking Curriculum.
ED 216 791

Reciprocity
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253

Recognition (Psychology)
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260

Recordkeeping
Family Day Care: How to Provide it in Your Home.
ED 216 766

Records (Forms)
A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

Recreation
Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.
ED 216 837

Recreational Facilities
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Recreational Programs
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Recruitment
Getting and Keeping Members. Leadership Pamphlet #12.
ED 216 226
The Washington District School Volunteer Program.
ED 216 789

Reduction in Force
Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
ED 216 728

Reentry Students
Dimensions Underlying the Characteristics and Needs of Returning Women Students.
ED 216 597
Structuring an Adult Learning Environment, Part III: The Team Approach.
ED 216 196

Reentry Workers
Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide.
ED 216 266
Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265
Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.
ED 216 267

Reference Materials
Handbook of Reference Sources. Third Edition.
ED 216 695
Library Skills and Resources for Business Research.
ED 216 696

Referents (Linguistics)
Written Texts and Situational Contexts.
ED 216 363

Referral
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Reflective Thinking
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259

Refrigeration Mechanics
Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide.
ED 216 138

Refugees
The Afghani. Fact Sheet Series #5.
ED 216 519
The Armenians. Fact Sheet Series #6.
ED 216 520
Haitian Refugees Need Asylum: A Briefing Paper.
ED 217 086
The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105
Manual for Refugee Sponsorship.
ED 217 107
Refugees and Sponsorship.
ED 217 085
Selected Bibliography: Refugees and Refugee Migration.
ED 217 084
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793

Regional Characteristics
Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058
Equality and Opportunity in Rural Education.
ED 216 820//
Party Identification and the Southern Influence.
ED 216 707

Regional Cooperation
Educational Research in the English-Speaking Caribbean.
ED 217 061

Regional Programs
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Rehabilitation Programs
Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled.
ED 216 268

Relationship Enhancement
A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

Relationship Termination
A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

Relaxation Training
Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024
Single Mother's Resource Handbook.
ED 216 785
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
ED 217 017

Relevance (Education)
General Education: Stopping the Pendulum But Can We Get Off?
ED 216 717
Papers of the Society for the Study of Curriculum History.
ED 216 995
Political Communication Coursework and the Skills Utilized by Political Professionals.
ED 216 411
Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.
ED 216 806
Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248

Religion
Can Morality be Separated from Religion in the Teaching of Values?
ED 216 977

Religious Cultural Groups
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108
Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833

Religious Discrimination
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115

Religious Factors
Evolution/Creation Teaching on Trial: Implications for Educators.
ED 216 948

Religious Organizations
Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide and Companion to Study/Action Guide for Congregations and Religious Groups.
ED 216 980
Manual for Refugee Sponsorship.
ED 217 107
The Reading Habits of Church Active Mormon Women.
ED 216 322

Relocation
Manual for Refugee Sponsorship.
ED 217 107

Remedial Instruction
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.
ED 216 720
Designing an English Curriculum for Prisons.
ED 216 388
Learning Cycles for Basic Writers.
ED 216 344
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045

Remedial Programs
Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585

Remedial Reading
Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.
ED 216 358

Repair
Auto Mechanics. Post Secondary Curriculum Guide.
ED 216 110
Electromechanical Technology. Post Secondary Curriculum Guide.
ED 216 118
Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.
ED 216 122
Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.
ED 216 123
Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.
ED 216 124
Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.
ED 216 121
Small Engine Repair. Secondary Curriculum Guide.
ED 216 102

Reprography
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.
ED 216 675

Reputation
Research on Program Quality.
ED 216 629

Research
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649
Postdoctoral Appointments and Disappointments.
ED 216 607

Research Administration
Sponsored Programs.
ED 216 571

Research and Development
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649

Research and Development Centers
The American Research University.
ED 216 569
Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622
A Study of Research and Evaluation Offices and Office Functions in the Public Schools.
ED 217 060

Research Coordinating Units
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095

Research Design
Androcentric Bias in the Educational Administration Quarterly.
ED 216 442
Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico.
ED 216 559//
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053
Institutionalized Psychology and the Ethnography of Schooling.
ED 216 565//
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379
Sampling and Selection Issues in Educational Ethnography.
ED 217 049
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Research Methodology
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312
Androcentric Bias in the Educational Administration Quarterly.
ED 216 442
Anthropologists in Schools: School Ethnography and Ethnology.
ED 216 566//
An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.
ED 216 908
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978).
ED 216 554
The Competence and Performance of Foreign Medical Graduates: Research and Implications.
ED 216 627
Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography.
ED 216 958
Ethnography in Education: Defining the Essentials.
ED 216 556//
Finding Exemplars of Research on Academic Programs.
ED 216 660
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903
Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901
Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration.
ED 216 593
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053
Sampling and Selection Issues in Educational Ethnography.
ED 217 049
The Structure of Narrative Retelling.
ED 216 317

Research Needs
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312
Budgets and Big City Education.
ED 217 096
Citizen Participation: Models and Methods of Evaluation. Working Paper Series.
ED 216 455
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.
ED 216 680
Invisible in the Rural Landscape.
ED 216 834
Text Processing Differences among Readers.
ED 216 331
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Research Opportunities
A Causal Model of Faculty Research Productivity.
ED 216 661
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.
ED 216 644

Research Papers (Students)
Creative Research: Getting Students to Take Charge.
ED 216 381

Research Problems
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312
Androcentric Bias in the Educational Administration Quarterly.
ED 216 442
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.
ED 217 063
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379
PLATO Use in Oklahoma Skill Centers. Final Report.
ED 216 150
Research on Program Quality.
ED 216 629

Research Projects
Basic Skills in a Longterm Perspective (BAS).
ED 216 308
Creative Research: Getting Students to Take Charge.
ED 216 381
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9.
ED 216 164
Finding Exemplars of Research on Academic Programs.
ED 216 660
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508
Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095
Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskapliga Rapporter).
ED 216 645

Research Proposals
Educational Research in the English-Speaking Caribbean.
ED 217 061

Research Reports
A Framework for Studying Schools as Work Settings for Women Leaders.
ED 216 441
Organizational and Political Tensions in Evaluation.
ED 216 432
Teaching Researchers to Write for Decisionmakers.
ED 216 385

Research Tools
Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.
ED 216 874

Research Universities
The American Research University.
ED 216 569

Research Utilization
Classroom Management and School Effectiveness in the 80's.
ED 216 998//
Implementing Research and Development in Schools: State-of-the-Art.
ED 217 001//
Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007.
ED 216 996
Organizational and Political Tensions in Evaluation.
ED 216 432
Policy Research and Educational Policy-Making: Toward a Better Connection.
ED 216 463

Researchers
Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers.
ED 216 784
The American Research University.
ED 216 569
Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.
ED 217 103
Career Development in Institutional Research.
ED 216 610
Intellectual Journeys in Faculty Development. Occasional Paper Number 14.
ED 216 591
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651
Teaching Researchers to Write for Decisionmakers.
ED 216 385

Resident Camp Programs
Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.
ED 216 848

Residential Colleges
Freshman Attrition and the Residential Context.
ED 216 586

Residential Patterns
Housing the Elderly: Alternative Approaches. Reprint.
ED 216 298
Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Resource Allocation
Benefit Allocation Study of the Texas Library System, FY 1980.
ED 216 692
Resource Allocation in U. K. Universities.
ED 216 612

Resource Management
Ensuring Educational Excellence through Business and Community Cooperation.
ED 216 840

Resource Materials
Industry and Child Care Resource Bank. Alphabetical Title Bibliography.
ED 216 774
Pupil Personnel Services: Material Review List Recommendations.
ED 216 291

Resource Staff
Legal Services for Oregon School Districts.
ED 216 454
Staffing Your Library/Media Center.
ED 216 677

Resources in Education
Resources in Education (RIE). Volume 17, Number 10.
ED 216 092

Response System with Variable Prescriptions
Computer Enhanced Academic Alert and Advisement System.
ED 216 722

Retention (Psychology)
SQ3R Doesn't Work Or Does It?
ED 216 327

Retirement
Community Pre-Retirement Training Program: Final Report and Statistical Summary.
ED 216 755
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
ED 216 715
Retirement Planning Program.
ED 216 754

Retirement Benefits
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256

Retraining
Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
ED 216 728

Retrenchment
The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620

Reverse Transfer Students
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758

Revision (Written Composition)
Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366

Rewards
Incentive Pay for Teachers: Impacts in an Urban District.
ED 216 438
Progress-Contingent Rewards: Do They Boost Children's Achievement?
ED 216 872

Rhapsodes
The Rhapsode as Singer and Actor.
ED 216 399

Rhetoric
Ars Dictaminis'' and Modern Rhetorical Practice.
ED 216 390

Rodriguez (Richard)
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''
ED 216 807

Role Conflict
The Academic Dean.
ED 216 652

Role Perception
The Aide in Indian Programs.
ED 216 844
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.
ED 217 010
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625
Interviewer Perceptions.
ED 216 414
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830
Variable Perceptions of Decision: An Operationalization of Four Models.
ED 216 604

Role Playing
Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.
ED 216 989
How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6.
ED 216 220
Living'' the Language Through Simulation.
ED 216 543

Rural Areas

The Moving Equilibrium: Roles in Rural Social Work Practice. ED 216 830

Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications. ED 216 832

Rural Development

Appalachian Regional Commission: 1981 Annual Report. ED 216 853

Education and Local Development. ED 216 818//

Rural Education

Aboriginal Learning Styles and the Three Rs. ED 216 825//

An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma. ED 216 838

Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report. ED 216 837

Education and Local Development. ED 216 818//

Equality and Opportunity in Rural Education. ED 216 820//

Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries. ED 216 819//

Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference   New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI. ED 216 817

Rural Population

An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma. ED 216 838

Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report. ED 216 837

Equality and Opportunity in Rural Education. ED 216 820//

Rural Child Welfare. ED 216 829

Rural Schools

Declining Enrolments Implications for Rural Schools: A Case Study from South Australia. ED 216 821//

Ensuring Educational Excellence through Business and Community Cooperation. ED 216 840

Problems of Curriculum and Staffing in Rural Schools. ED 216 824//

Some Economic Aspects of the Provision of Educational Services in Rural Areas. ED 216 822//

Rural Urban Differences

Identifying Potential Dropouts: A Research Report. ED 216 304

Rural Youth

Invisible in the Rural Landscape. ED 216 834

Rural Alaska WISC-R Norms. ED 216 481

What Do I Do When I've Unlocked the Door and Turned the Lights On?'' ED 216 835

Russian

Aspects of the Teaching of Russian. ED 216 528

My Russian Program is Alive and Growing. ED 216 540//

Safety

Better Science Through Safety. ED 216 889

Family Day Care: How to Provide it in Your Home. ED 216 766

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide. ED 216 178

Saint Johns College MD

Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980. ED 216 581

Salaries

Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982. ED 216 775//

Sampling

Sampling and Selection Issues in Educational Ethnography. ED 217 049

Saskatchewan

Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual ED 216 864

Schemata

The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items. ED 216 313

Scholarship

A Causal Model of Faculty Research Productivity. ED 216 661

Faculty Colleagueship Patterns and Research Productivity. ED 216 633

Intellectual Journeys in Faculty Development. Occasional Paper Number 14. ED 216 591

Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada. ED 216 651

Scholastic Aptitude Test

Student Self-Selection and Test Repetition. ED 217 065

School Administration

Participative Management: A Practice for Meeting the Demands of the Eighties. ED 216 435

School Attitudes

Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis. ED 216 666

Perceptions of the Quality of School Life: A Case Study of Schools and Students. ED 216 429

Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors. ED 217 037

School Business Relationship

Ensuring Educational Excellence through Business and Community Cooperation. ED 216 840

Preparing for High Technology: Programs That Work. ED 216 167

School Choice

A Study of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives. ED 216 425

A Study of Alternatives in American Education, Vol. VII: Conclusions and Policy Implications. ED 216 427

A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976. ED 216 426

School Community Programs

Development of a Model Network of University/Community Team Leadership. Final Report. ED 216 613

Museum School Partnerships: Plans and Programs. Sourcebook #4. ED 216 945

School Community Relationship

The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 . ED 216 618

Education and Local Development. ED 216 818//

Ensuring Educational Excellence through Business and Community Cooperation. ED 216 840

PR and the Language Program. ED 216 535//

Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference   New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI. ED 216 817

School Counseling

Pupil Personnel Services: Material Review List Recommendations. ED 216 291

School Counselors

The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications. ED 216 341

School Demography

Demography in the United States: Some Twentieth Century Myths. ED 216 439

United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances. ED 217 089

School Desegregation

Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District. ED 217 102

The Pros and Cons of Busing in Pennsylvania. ED 217 110

School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26. ED 217 093

School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views). ED 217 094

School District Autonomy

Whose Dispute? ED 216 762

School District Reorganization

The Pros and Cons of Busing in Pennsylvania. ED 217 110

School Districts

Conejo Valley Unified School District Master Plan for an Educational Results Information System. ED 217 055

The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report. ED 216 507

Legal Services for Oregon School Districts. ED 216 454

Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study. ED 216 491

Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study. ED 216 492

Professional Development Perspective of Classroom Management and School Effectiveness. ED 217 000//

A Study of Research and Evaluation Offices and Office Functions in the Public Schools. ED 217 060

University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers. ED 217 035

The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington. ED 217 027

School Effectiveness

Classroom Management and School Effectiveness in the 80's. ED 216 998//

Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness. ED 216 752

Higher Education Perspective of Classroom Management and School Effectiveness. ED 216 999//

School Characteristics Associated with Instructional Effectiveness. ED 216 436

School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective. ED 216 997//

Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis. ED 217 092

School Guidance

Pupil Personnel Services: Material Review List Recommendations. ED 216 291

School Holding Power

Enrollment, Marketing, and Retention in the Coming Decade. ED 216 567

Keeping High Risk Students in School. ED 216 462

Screening, Retaining and Counseling Human Service Students. ED 216 284

Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex. ED 216 757

School Organization

Camelot Revisited: Public Administration Education in a Generic School. Management Research Program. ED 216 461

School Personnel

The Data-Based Staff Development Program: Design, Implementation, and Effects. ED 217 041

Indian Education: A Manual for Program Management. ED 216 845

School Readiness

Focus on the Kindergarten. Early Childhood Education Series 1. ED 216 790

School Recreational Programs

Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment. ED 216 502

School Responsibility

Handbook for Indian Parent Committees. ED 216 843

A Title IX Perspective on the Schools' [illegible]ponse to Teenage Pregnancy and Parenthood. ED 216 263

School Role

Education and Local Development. ED 216 818//

University Education (Continuing Education): Its Past, Present and Future. ED 216 183

School Schedules

An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report. ED 216 795

School Size

Some Economic Aspects of the Provision of Educational Services in Rural Areas. ED 216 822//

School Support

Vouchers Revisited: The Prospects for Education Vouchers in the Eighties. ED 216 447

School Vandalism

Vandalism Prevention Programs: A Case Study Approach. ED 216 422

School Volunteer Program

The Washington District School Volunteer Program. ED 216 789

Schools

Affecting the System through Productive Evaluation. ED 217 071

Schools of Education

Higher Education Perspective of Classroom Management and School Effectiveness. ED 216 999//

Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going. ED 217 012

University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers. ED 217 035

The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington. ED 217 027

Science Activities

Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 931

Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 934

Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 925

Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 935

Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 929

Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 911

Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 919

Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 936

How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 922

How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 923

How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 917

How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 920

Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 937

Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 915

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 912

Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 916

Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 910

Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 932

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 921

Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 924

Navigation - Project CAPE Teaching Module. ED 216 906

Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 926

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 933

Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 927

The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 938

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 928

Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula. ED 216 907

Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 913

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 918

Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 939

What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 914

When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 940

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 941

Science and Society

Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report ED 216 885

Science Course Improvement Projects

Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 931

Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 934

Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 925

Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 935

Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 929

Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 911

The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies. ED 216 870

Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 919

Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 936

How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 922

How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 923

How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 917

How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 920

Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File. ED 216 903

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File. ED 216 901

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File. ED 216 902

Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 937

Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 915

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 912

Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24. ED 216 857

Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 916

Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 910

Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 932

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 921

Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 924

Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 926

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 933

Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 927

The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 938

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 928

Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 913

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 918

Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 939

What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation. ED 216 914

When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 940

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation. ED 216 941

Science Curriculum

The Aviology Concept Program. Resource Monograph #21. Revised. ED 216 873

Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File. ED 216 903

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File. ED 216 901

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File. ED 216 902

Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24. ED 216 857

Navigation - Project CAPE Teaching Module. ED 216 906

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry. ED 216 854//

Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982). ED 216 893

Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report ED 216 885

Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980). ED 216 856

Science Education

Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report. ED 216 855

Out of School Programs in Science. ED 216 894

Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981). ED 216 875

Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future. ED 216 883

Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities. ED 216 465

Science Education History

Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24. ED 216 857

Science Education Research

Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials. ED 216 881

An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies. ED 216 908

Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science. ED 216 869

College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course. ED 216 899

The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies. ED 216 870

The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis. ED 216 858

Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File. ED 216 903

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File. ED 216 901

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File. ED 216 902

An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation. ED 216 882

Investigations in Science Education. Volume 8, Number 2. ED 216 891

Measurement and Analysis of Logical Thinking. Final Technical Report. ED 216 863

Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program. ED 216 866

Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982). ED 216 893

Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report ED 216 885

The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum. ED 216 871

Sex Differences in Science: I Don't Know.'' ED 216 868

Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project. ED 216 909

Student Misconceptions in Introductory Biology. ED 216 880

Students' Rating of Instruction in Elementary Science Methods Courses. ED 216 879

Science Experiments

Minicomputers in the Teaching Laboratory - An Example from Physics. ED 216 877

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry. ED 216 854//

Science Instruction

Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials. ED 216 881

Development and Experiment in College Teaching, No. 16. ED 216 609

GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High. ED 216 473

Investigations in Science Education. Volume 8, Number 2. ED 216 891

Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24. ED 216 857

A Limited Self-Paced, Individualized, Mastery Learning System. ED 216 730

Minicomputers in the Teaching Laboratory - An Example from Physics. ED 216 877

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry. ED 216 854//

Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982). ED 216 893

Students' Rating of Instruction in Elementary Science Methods Courses. ED 216 879

Science Materials

Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual ED 216 864

Science Programs

The Aviology Concept Program. Resource Monograph #21. Revised. ED 216 873

Out of School Programs in Science. ED 216 894

Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program. ED 216 866

Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982). ED 216 893

The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum. ED 216 871

Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future. ED 216 883

Science Supervision

Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980). ED 216 856

Science Teachers
The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.
ED 216 858

Science Teaching Centers
Out of School Programs in Science.
ED 216 894

Science Tests
ORES - Objective Referenced Evaluation in Science.
ED 216 876

Sciences
The 5-Year Outlook on Science and Technology 1981.
ED 216 886

The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887

The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 888

Scientific and Technical Information
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation.
ED 216 689

Scientific Concepts
Student Misconceptions in Introductory Biology.
ED 216 880

Scientific Literacy
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885

Scientists
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649

Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Women and Minorities in Science and Engineering.
ED 216 890

Scores
Aptitudes and Length of Education. Technical Report 1981-7.
ED 217 059

Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058

The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062

Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Student Self-Selection and Test Repetition.
ED 217 065

Scoring
Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074

Use Ratio for Computing Informal Reading Tests!
ED 216 340

Screening Tests
Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074

Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050

Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479

Screening, Retaining and Counseling Human Service Students.
ED 216 284

Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045

Search Strategies
Library Skills and Resources for Business Research.
ED 216 696

Second Language Instruction
Aboriginal Learning Styles and the Three Rs.
ED 216 825//

Applications of Computer Technology in Foreign Language Teaching and Learning.
ED 216 552//

Argumentation et Communication (Argumentation and Communication).
ED 216 509

Aspects of the Teaching of Russian.
ED 216 528

Audiovisual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities.
ED 216 551//

Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//

An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345

ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155

Foreign Language Projects for the Gifted Student.
ED 216 537//

The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546

Guidelines for Career Content in the Foreign Language Class.
ED 216 545

Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531

Less Frequently Taught Languages: Basic Information and Instruction.
ED 216 547//

Living'' the Language Through Simulation.
ED 216 543

Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//

Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).
ED 216 513

My Russian Program is Alive and Growing.
ED 216 540//

New Directions in International Education.
ED 216 953//

The Nuts and Bolts'' of Test Construction.
ED 216 541//

The OMLTA Yearbook: 1982.
ED 216 534

On the Art of Winging It.''
ED 216 542//

A Reading Lesson as the Reading Specialist Would Have Us Do It.
ED 216 538//

The Role of Foreign Language Education for the Gifted and Talented Student. A Position Paper.
ED 216 515

Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

Second Language Learning
Bilingualism: Basic Principles.
ED 216 544//

Creative Play in Language Learning.
ED 216 536//

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

Teaching English in Francophone Africa.
ED 216 527

Universals, Typologies and Interlanguage.
ED 216 511

Second Language Programs
French as a Second Language Programs in Ontario.
ED 216 518

PR and the Language Program.
ED 216 535//

Second Languages
Foreign Language Week: A Successful Public Relations Model.
ED 216 532

Second Mile Plan
Incentive Pay for Teachers: Impacts in an Urban District.
ED 216 438

Secondary Education
Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.
ED 216 163

High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

Policy Issues and Research Design. Contractor Report.
ED 216 669

Secondary Adult Program 310 Report.
ED 216 152

Secondary School Mathematics
The Learning of Algebra: A Teaching Experiment.
ED 216 884

Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised
ED 216 898

Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895

A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.
ED 216 892

Secondary School Science
Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials.
ED 216 881

An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.
ED 216 908

The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873

Better Science Through Safety.
ED 216 889

Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931

Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 934

Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 925

Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 935

Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 929

Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 911

Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 919

Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 936

How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 922

How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 923

How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 917

How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 920

Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902

Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 937

Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 915

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 912

Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 916

Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 910

Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 932

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 921

Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 924

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry.
ED 216 854//

Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 926

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 933

Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885

Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 927

The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938

Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 465

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 928

Sex Differences in Science: I Don't Know.''
ED 216 868

Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909

Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 913

Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).
ED 216 856

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 918

Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 939

What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 914

When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 941

Secondary School Students
The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.
ED 216 258

Identifying Potential Dropouts: A Research Report.
ED 216 304

Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.
ED 216 285

Secondary School Teachers
Beginning Teachers as Learners: A Descriptive Report.
ED 217 036

Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387

Seismology
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931

Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 911

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 912

Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 910

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 921

Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 926

Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 927

The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 928

Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 913

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 918

When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 941

Selection
Sampling and Selection Issues in Educational Ethnography.
ED 217 049

Self Actualization
Human Needs and Faculty Motivation.
ED 216 602

Language, Affect and the Symbolization of Value.
ED 216 526

Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization.
ED 216 440

Self Awareness
The Humanities Behind the Walls.''
ED 216 389

Self Care Skills
Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report.
ED 216 288

Self Concept
Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Ego Development and Power Base Reliance of School Principals.
ED 216 444

Evaluation of the ESAA Program, 1980-81.
ED 217 112

Family Relations and the Process of Differentiation. Publication 56.
ED 216 765

Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849

Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146

Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177

The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.
ED 216 412

Self-Concept Change in Camp Staff.
ED 216 852

Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100

Single Mother's Resource Handbook.
ED 216 785

Social Studies Program Grade K.
ED 216 969

Self Concept Measures
Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Self Determination
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
ED 216 812

Self Esteem
The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.
ED 216 258

Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146

Progress-Contingent Rewards: Do They Boost Children's Achievement?
ED 216 872

Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262

Self Evaluation (Groups)
Academic Program Review in a Loosely Coupled System.
ED 216 587

Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076

We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
ED 216 812

Self Evaluation (Individuals)
Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Evaluation and Professional Development for the Instructional Supervisor.
ED 216 716

Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146

Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145

Planning for College Success.
ED 216 706

Self-Concept Change in Camp Staff.
ED 216 852

Self Improvement Questions for College Teachers.
ED 216 577

Semantics
Definitions: The Conventionalization of Word Meaning.
ED 216 512

Sensitivity Training
A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786

Sensory Experience
Education and the Mountain Centres. Second Edition.
ED 216 810

Sentence Structure
Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

Teaching Researchers to Write for Decisionmakers.
ED 216 385

Sentencing
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984

Sequential Approach
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.
ED 216 720

A Humanities Sequence for Adults at Ursuline College.
ED 216 386

Severe Disabilities
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237

The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Information Prosthetics for the Handicapped. Final Report.
ED 216 500

Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236

A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238

The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Sex Bias
Androcentric Bias in the Educational Administration Quarterly.
ED 216 442

Creating Awareness: An Instructional Unit in Sex Equity.
ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.
ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162

A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.
ED 216 986

Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization.
ED 216 440

Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Sex Differences
Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science.
ED 216 869

The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times.
ED 217 032

Sex Differences in Science: I Don't Know.''
ED 216 868

Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909

Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895

Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.
ED 216 252

Sport Injuries for Females: Incidence and Prevention.
ED 217 034

Sex Discrimination
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.
ED 216 187

Sex Education
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators.
ED 216 269

Sex Fairness
Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.
ED 216 433

Creating Awareness: An Instructional Unit in Sex Equity.
ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.
ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232

A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786

A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.
ED 216 986

Sex Role
Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes.
ED 217 002

Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232

A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.
ED 216 986

Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261

Sex Stereotypes
Creating Awareness: An Instructional Unit in Sex Equity.
ED 216 160

Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232

A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786

Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261

Sexuality
Single Mother's Resource Handbook.
ED 216 785

Shared Services
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646

Shop Curriculum
Machine Shop. Post Secondary Curriculum Guide.
ED 216 127

Shoplifting
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Short Term Memory
Age Differences in Short Term Memory: Retention of Location and Distance Cues.
ED 217 023

A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information.
ED 217 025

Siblings
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254

Sight Vocabulary
Frequency-Count of English Words Appearing in Books Read in Elementary Schools.
ED 216 326

Which Words Shall They Learn?
ED 216 314

Similes
Enhancing Children's Response to Figurative Language.
ED 216 305

Simulation
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415

Singing
The Rhapsode as Singer and Actor.
ED 216 399

Single Sex Colleges
Bennington College: in the Beginning.
ED 216 572//

Skill Analysis
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205

Skill Development
Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report.
ED 216 288

Developing Basic Skills Programs in Secondary Schools.
ED 216 449

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.
ED 216 267

Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262

Skill Obsolescence
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205

Skills
Career Education Competency Checklist for the Learning Handicapped.
ED 216 197

Skills Management System
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339

Slavery
Eventos de Marzo (March Events).
ED 216 802

Small Classes
School Class Size: Research and Policy
ED 217 111//

Small Engine Mechanics
Small Engine Mechanics. Post Secondary Curriculum Guide.
ED 216 139

Small Engine Repair. Secondary Curriculum Guide.
ED 216 102

Small Group Instruction
Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes.
ED 216 404

Small Schools
Problems of Curriculum and Staffing in Rural Schools.
ED 216 824//

Smoking
Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study.
ED 216 249

SNAP Rating Scale
The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047

Social Agencies
Coordination Project for Educational Change at Wili County Jail, July 1, 1980-June 30, 1981.
ED 216 142

Social Behavior
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951
Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950
Female Bonding among Low Income Mothers.
ED 216 290

Social Change
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767
Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286.
ED 216 282
Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217

Social Development
The Young Child: Reviews of Research, Volume 3.
ED 216 787//

Social Discrimination
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans.
ED 217 114
Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70.
ED 217 101

Social Exchange Theory
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625

Social History
Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.
ED 216 640

Social Indicators
Fact-Book on Italians in Canada. First Edition.
ED 217 087

Social Influences
Comprehension in Context: Social and Situational Influences on Story Retellings.
ED 216 338
Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849
Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.
ED 216 514

Social Networks
Female Bording among Low Income Mothers.
ED 216 290

Social Responsibility
Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper.
ED 216 847

Social Security
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256

Social Services
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142
Public Policy and the Frail Elderly: A Staff Report.
ED 216 300
Rural Child Welfare.
ED 216 829
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

Social Studies
Beyond the Widening Horizon: Rethinking Social Education.
ED 216 955
Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula.
ED 216 905
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473
The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 466
K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.
ED 216 976
Learning the Concept of Interdependence: A Study in Two Dimensions.
ED 216 981
Navigation - Project CAPE Teaching Module.
ED 216 906
Our Global Future: Implications for Social Studies Education in the United States.
ED 216 991
Social Studies Program Grade K.
ED 216 969
Social Studies Program Grade 1.
ED 216 970
Social Studies Program Grade 2.
ED 216 971
Social Studies Program Grade 3.
ED 216 972
Social Studies Program Grade 4.
ED 216 973
Social Studies Program Grade 5.
ED 216 974
Social Studies Program Grade 6.
ED 216 975
South Dakota Social Studies Curriculum Guide, Kindergarten-Twelve.
ED 216 985

Social Work
Continuing Social Work Education Provision: Trends and Future Developments.
ED 216 599
Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.
ED 216 592
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830
Rural Child Welfare.
ED 216 829

Sociocultural Patterns
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767
Student Politics. Perspectives for the Eighties.
ED 216 608//
Vouchers Revisited: The Prospects for Education Vouchers in the Eighties.
ED 216 447

Socioeconomic Influences
The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105

Socioeconomic Status
Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.
ED 216 307
A Study of the Relat on of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.
ED 216 359
Written Texts and Situational Contexts.
ED 216 363

Sociolinguistics
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517

Sociology
Perspectives. Teacher's Guide and Reflections of History and From Cottages to Corporations and World War I, The Home Front and The Great Depression.
ED 216 982

Soil Science
Military Curriculum Materials for Vocational and Technical Education. Soils Engineering 3-1. Edition 1.
ED 216 200

Solar Radiation
Solar Energy Now.
ED 216 867//
Solar Energy Task Force Report: Technical Training Guidelines.
ED 216 705
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

Sons
Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.
ED 216 252

Southern Illinois University School of Medicine
A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

Southwest Park and Recreation Training Institute
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Spanish
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077

Spanish Culture
Contemporary Cultures: Issues and Answers.
ED 216 548//

Spanish Speaking
Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

Sparsity (Population)
Some Economic Aspects of the Provision of Educational Services in Rural Areas.
ED 216 822//

Special Education
The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836
A Selected Bibliography of Bilingual Special Education.
ED 217 106
A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties.
ED 216 501

Special Needs Students
Mechanical Technology. Post Secondary Curriculum Guide.
ED 216 129
The Young Child: Reviews of Research, Volume 3.
ED 216 787//

Speech Communication
Argumentation et Communication (Argumentation and Communication).
ED 216 509
Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View.
ED 216 416
Dialogue in the Classroom.
ED 216 410
Functional Communication Competencies: A National Perspective.
ED 216 397
Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes.
ED 216 404
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415

Speech Curriculum
Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403
Functional Communication Competencies: A National Perspective.
ED 216 397
An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course.
ED 216 398
Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes.
ED 216 404

Speech Handicaps
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.
ED 217 046

Speech Instruction
Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403
Political Communication Coursework and the Skills Utilized by Political Professionals.
ED 216 411

Sponsored Research
Sponsored Programs.
ED 216 571

Sponsors
Refugees and Sponsorship.
ED 217 085

Spontaneous Behavior
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038

Sport Injuries
Sport Injuries for Females: Incidence and Prevention.
ED 217 034

Spouses
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405

SQ3R Study Formula
SQ3R Doesn't Work Or Does It?
ED 216 327

Staff Development
The Data-Based Staff Development Program: Design, Implementation, and Effects.
ED 217 041
School Based Staff Support Teams: A Blueprint for Action.
ED 216 498

Staff Role
Pupil Personnel Services: Statement of Functions.
ED 216 292

Staff Utilization
Problems of Curriculum and Staffing in Rural Schools.
ED 216 824//

Stakeholder Survey
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053

Standardized Tests
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.
ED 216 313
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062
Improving Estimates of Achievement in Students with Limited English Proficiency.
ED 216 516
Rural Alaska WISC-R Norms.
ED 216 481

Standards
Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799
Functional Communication Competencies: A National Perspective.
ED 216 397

State Aid
Benefit Allocation Study of the Texas Library System, FY 1980.
ED 216 692
Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585

State Boards of Education
Report of the Governor's Commission on Higher Education and the Economy, January 1982.
ED 216 623
Whose Dispute?
ED 216 762

State Church Separation
The Evolution of the New York Archdiocesan School System 1800-1967.
ED 216 956

State Colleges
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654

State Departments of Education
Professional Development Perspective of Classroom Management and School Effectiveness.
ED 217 000//
The Role of Basic Skills Testing in Louisiana.
ED 217 066

State Government
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.
ED 216 644
Know Your Laws.
ED 216 189
Know Your Laws. Czechoslovakian.
ED 216 194
Know Your Laws. French.
ED 216 190
Know Your Laws. German.
ED 216 192
Know Your Laws. Italian.
ED 216 195
Know Your Laws. Polish.
ED 216 191
Know Your Laws. Spanish.
ED 216 193
Policy Issues and Research Design. Contractor Report.
ED 216 669

State History
Oklahoma...OK. Oklahoma Activities, K-6.
ED 216 959
Social Studies Program Grade 4.
ED 216 973
Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series.
ED 216 966

State Legislation
Governance Model Alternatives for Organizing Library Systems.
ED 216 694
The Role of Basic Skills Testing in Louisiana.
ED 217 066

State Licensing Boards
Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981).
ED 217 004

State Programs
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.
ED 216 457
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs.
ED 217 082
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031
The New York State Testing Program in Writing: Its Influence on Instruction.
ED 216 350
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review.
ED 216 485
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067
The Role of Basic Skills Testing in Louisiana.
ED 217 066
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646

State School District Relationship
Whose Dispute?
ED 216 762

State Standards
Professional Development Perspective of Classroom Management and School Effectiveness.
ED 217 000//

Statewide Planning
The Development and Validation of Criteria and Method for Evaluating Statewide Planning for Higher Education.
ED 216 605
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.
ED 216 756
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report .
ED 216 725
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Statistical Analysis
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.
ED 217 063
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077
Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques.
ED 216 957
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Statistics
Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.
ED 216 874

Stealing
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Stereotypes
Cognitive Effects of Mainstreaming.
ED 216 494
Older Americans: A Review of Issues and Their Implications.
ED 216 301
Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly.
ED 216 281

Stimulation
Language and Activity of Hyperactive and Comparison Children During Listening Tasks.
ED 216 483

Story Reading
Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332

Story Structure
Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.
ED 216 358

Story Telling
Comprehension in Context: Social and Situational Influences on Story Retellings.
ED 216 338

Story Telling by Children
Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.
ED 216 358

Strategic Planning
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654

Stress Management
Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024

Stress Variables
Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296
A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment.
ED 216 708
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294
Workload and Stress in the Older Employee.
ED 216 251

Student Adjustment
Non-traditional Students: New Faces and New Issues.
ED 216 615
Student and Faculty Expectations of Academic Advising. Preliminary Report.
ED 216 580

Student Attitudes
Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
ED 217 007
Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped.
ED 216 493
Cognitive Effects of Mainstreaming.
ED 216 494
College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899
The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354
Dialectal Interference and Attitudes in Composition.
ED 216 378
First Year University Student Survey, 1981.
ED 216 576
Identifying Potential Dropouts: A Research Report.
ED 216 304
Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept.
ED 217 006
The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657
Perceptions of the Quality of School Life: A Case Study of Schools and Students.
ED 216 429
Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future.
ED 216 883
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039
Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283
Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes.
ED 216 404
Teaching Business Communications by the Traditional Writing and the Word Processing Methods A Comparison.
ED 216 370
Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.
ED 216 372
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636
Writing Anxiety: What Research Tells Us.
ED 216 393

Student Attrition
Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667
First Year University Student Survey, 1981.
ED 216 576
Freshman Attrition and the Residential Context.
ED 216 586
The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657

Student Behavior
Evaluation of the ESAA Program, 1980-81.
ED 217 112
The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum.
ED 216 871

Student Characteristics
The American Freshman: National Norms for Fall 1981.
ED 216 606
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099
The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4.
ED 216 750
The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657
The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future.
ED 216 471
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718
Non-traditional Students: New Faces and New Issues.
ED 216 615
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758
Sex Differences in Science: I Don't Know.''
ED 216 868
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154
Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.
ED 216 759
Writing Anxiety: What Research Tells Us.
ED 216 393
Written Texts and Situational Contexts.
ED 216 363

Student College Relationship
Student Politics. Perspectives for the Eighties.
ED 216 608//

Student Costs
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report .
ED 216 725

Student Development
Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English?
ED 216 367
Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366
General Education: A New Force in Student Development.
ED 216 665
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.
ED 216 756
Pupil Personnel Services: Statement of Functions.
ED 216 292
Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.
ED 216 372

Student Educational Objectives
Assessing English Literacy Skills: Writing.
ED 216 364
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.
ED 216 734
Competency Goals and Performance Indicators K-12: Hearing Impaired Learners, Birth-Grade 12. Supplement.
ED 216 499
Human Services Practicum Program.
ED 216 278
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758

Student Evaluation
The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.
ED 216 258
The Application of Evaluation and Measurement Techniques in School Health Education.
ED 217 026
Computer Enhanced Academic Alert and Advisement System.
ED 216 722
Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496
Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper.
ED 216 850
Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045
Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.
ED 216 285
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484

Student Evaluation of Teacher Performance
Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038

Student Exchange Programs
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
ED 216 584

Student Financial Aid
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.
ED 216 582
Income Maintenance Programs and College Opportunity.
ED 216 621
Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585

Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report .
ED 216 725

Student Motivation
Creative Research: Getting Students to Take Charge.
ED 216 381
Games and Teaching Aids.
ED 216 860
Literary Experience, A Neglected Essential.
ED 216 306
Outdoor Unified Studies.
ED 216 828

Student Needs
Designing an English Curriculum for Prisons.
ED 216 388
Dimensions Underlying the Characteristics and Needs of Returning Women Students.
ED 216 597
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028

Student Participation
Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers.
ED 216 784
Outdoor Unified Studies.
ED 216 828

Student Placement
Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.
ED 216 213
The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4.
ED 216 750
Human Services Practicum Program.
ED 216 278
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review.
ED 216 485
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484

Student Problems
First Year University Student Survey, 1981.
ED 216 576

Student Reaction
An Exploratory Investigation into the Nature of Literary Response.
ED 216 353
Research Findings from Student Performances of James Dickey's The Leap.''
ED 216 396

Student Recruitment
Enrollment, Marketing, and Retention in the Coming Decade.
ED 216 567
PR and the Language Program.
ED 216 535//
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Student Research
Creative Research: Getting Students to Take Charge.
ED 216 381

Student Responsibility
Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289

Student Rights
School Public Library Censorship and the First Amendment.
ED 216 448
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Student Role
Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403

Student Teacher Relationship
Dialogue in the Classroom.
ED 216 410
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100
Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.
ED 216 285
Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038
Verbal Interaction Behaviors of Teachers of the Gifted.
ED 216 478
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382

Student Teaching
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044
Professional Preparation: A Process of Discovery.
ED 217 008

Student Transportation
The Pros and Cons of Busing in Pennsylvania.
ED 217 110

Study Abroad
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
ED 216 584
Report on International Education Program at Broward Community College.
ED 216 731

Study Skills
Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600
SQ3R Doesn't Work Or Does It?
ED 216 327

Subsidized Child Care Services
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary.
ED 216 781

Suburban Schools
Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District.
ED 217 102

Success
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099
The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.
ED 216 641
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.
ED 216 334

Summative Evaluation
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671

Summer Programs
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630
Teacher as Change Agent.
ED 217 013

Summer School in Action
Teacher as Change Agent.
ED 217 013

Supervision
Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Supervisors
Supervision and Consultation. Leadership Pamphlet #7.
ED 216 221

Supervisory Training
Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).
ED 216 856
Supervision and Consultation. Leadership Pamphlet #7.
ED 216 221

Supplementary Reading Materials
Teresita and Carlitos.
ED 216 804

Surface Structure
The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.
ED 216 319

Surgical Technicians
Operating Room Technology. Post Secondary Curriculum Guide.
ED 216 133

Surveying (Engineering)
Civil Technology. Surveying. Post Secondary Curriculum Guide.
ED 216 114

Surveys
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053
A Study of Research and Evaluation Offices and Office Functions in the Public Schools.
ED 217 060

Survival Skills
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176

Sweden
Basic Skills in a Longterm Perspective (BAS).
ED 216 308
Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskaplige Rapporter).
ED 216 645

Symbolism
Language, Affect and the Symbolization of Value.
ED 216 526

Syntactic Complexity
A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.
ED 216 359

Syntactic Maturity
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.
ED 216 342

Syntax
The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students.
ED 216 320
A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.
ED 216 359

Synthesis
Fostering Cognitive Growth Through Writing.
ED 216 383

Systems Approach
The Development of Programming Design Guides. Final Report.
ED 216 684
Learning the Concept of Interdependence: A Study in Two Dimensions.
ED 216 981
Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.
ED 216 685

Talent
Arts for the Gifted and Talented: Grades One Through Six.
ED 216 480
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206
Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education.
ED 216 472

Talent Identification
Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education.
ED 216 472

Tanzania
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682

Tape Recordings
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.
ED 216 675

Task Analysis
Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.
ED 216 686

Tau Equivalence
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Taylor (Harold A)
On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656

Teacher Administrator Relationship
The Academic Dean.
ED 216 652
A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment.
ED 216 708

Teacher Aides
The Aide in Indian Programs.
ED 216 844

Teacher Attitudes
Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities.
ED 217 090
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625
Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030
Mainstreaming: The Need to Prepare the Nondisabled.
ED 216 328
Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future.
ED 216 883
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039
A [illegible] of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives.
ED 216 425
Teacher as Change Agent.
ED 217 013
Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.
ED 216 514
Teacher Opinions About Professional Education Training Programs.
ED 217 043
Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors.
ED 217 037
Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636

Teacher Behavior
Classroom Management and School Effectiveness in the 80's.
ED 216 998//
Effective Use of Time in Secondary Reading Classrooms.
ED 216 343
The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.
ED 216 858
Have You Disabled a Student Today? A Look at Teacher Effectiveness.
ED 216 311
Solving Discipline Problems: Strategies for Classroom Teachers.
ED 216 788//
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038
Verbal Interaction Behaviors of Teachers of the Gifted.
ED 216 478

Teacher Behavior Continuum
Solving Discipline Problems: Strategies for Classroom Teachers.
ED 216 788//

Teacher Centers
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.
ED 217 010

Teacher Characteristics
Classroom Management and School Effectiveness in the 80's.
ED 216 998//
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057
The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.
ED 216 412
Teacher Intellectual Disposition and Classroom Interaction.
ED 216 384

Teacher Concerns Model
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//

Teacher Developed Materials
Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800
Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//
On the Art of Winging It.''
ED 216 542//
A Reading Lesson as the Reading Specialist Would Have Us Do It.
ED 216 538//
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

Teacher Dismissal
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736

Teacher Education
Professional Development Perspective of Classroom Management and School Effectiveness.
ED 217 000//
Teacher Education and Global Perspectives. Current Issues.
ED 216 993

Teacher Education Curriculum
Teacher Opinions About Professional Education Training Programs.
ED 217 043

Teacher Education Programs
The Content in Teacher Education Programs.
ED 217 029
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030
Mainstreaming: The Need to Prepare the Nondisabled.
ED 216 328
Professional Preparation: A Process of Discovery.
ED 217 008
Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going.
ED 217 012
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020
A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.
ED 216 892
Teacher as Change Agent.
ED 217 013
Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).
ED 216 831
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).
ED 217 019
1981 Graduates of the Block Program. A Follow-up Study.
ED 217 015

Teacher Educators
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044

Teacher Effectiveness
Are We Putting a Loaded Gun in the Hand of a Baby?
ED 217 070
Classroom Management and School Effectiveness in the 80's.
ED 216 998//
Effective Use of Time in Secondary Reading Classrooms.
ED 216 343
Faculty Evaluation System: Teaching Faculty.
ED 216 712
Have You Disabled a Student Today? A Look at Teacher Effectiveness.
ED 216 311
The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.
ED 216 412
Responding to Teachers' Concerns with Qualitative Inquiry.
ED 217 016
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028
Teacher Intellectual Disposition and Classroom Interaction.
ED 216 384
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636
What School Boards Can Do to Improve Teacher Competency.
ED 216 421

Teacher Employment
1981 Graduates of the Block Program. A Follow-up Study.
ED 217 015

Teacher Employment Benefits
The Status of Group Life Insurance Plans.
ED 216 568

Teacher Evaluation
Faculty Evaluation System: Teaching Faculty.
ED 216 712
Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going.
ED 217 012

Teacher Exchange Programs
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
ED 216 584

Teacher Expectations
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100

Teacher Improvement
Higher Education Perspective of Classroom Management and School Effectiveness.
ED 216 999//
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028

Teacher Motivation
Human Needs and Faculty Motivation.
ED 216 602

Teacher Orientation
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981.
ED 216 737

Teacher Participation
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011
Participative Management: A Practice for Meeting the Demands of the Eighties.
ED 216 435

Teacher Placement
Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
ED 216 728

Teacher Promotion
The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614

Teacher Qualifications
Professional Preparation: A Process of Discovery.
ED 217 008
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736

Teacher Recruitment
University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers.
ED 217 035

Teacher Response
Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038
Teacher Intellectual Disposition and Classroom Interaction.
ED 216 384
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//

Teacher Responsibility
Faculty Evaluation System: Teaching Faculty.
ED 216 712

Teacher Role
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496
Handbook for Caregivers: And Away We Go!
ED 216 792
Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240
The Humanities in the Two-Year Agricultural Technical College.
ED 216 744
Literary Experience, A Neglected Essential.
ED 216 306
A Model for Training Migrant Parents to Participate in the Total Development of Their Children.
ED 216 826
On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656
Report of the Task Force on the Academic Program.
ED 216 726
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009
Teacher as Change Agent.
ED 217 013

Teacher Salaries
Incentive Pay for Teachers: Impacts in an Urban District.
ED 216 438

Teacher Strikes
Collective Bargaining in Education, 1981: The State of the Art.
ED 216 456

Teacher Student Conferences
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382

Teacher Supply and Demand
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).
ED 217 019

Teacher Workshops
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346

Teachers
Declining Enrolments Implications for Rural Schools: A Case Study from South Australia.
ED 216 821//
What School Boards Can Do to Improve Teacher Competency.
ED 216 421

Teaching (Occupation)
On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656

Teaching Experience
Beginning Teachers as Learners: A Descriptive Report.
ED 217 036
Professional Preparation: A Process of Discovery.
ED 217 008
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//

Teaching Guides
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.
ED 217 040
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
ED 216 525
Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523

Teaching Hospitals
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//

Teaching Methods
The Aide in Indian Programs.
ED 216 844
Audience in Introductory Composition: Reducing the Pretending.
ED 216 375
Building Curricula When You Don't Have the Answer.
ED 216 978
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//
Creative Research: Getting Students to Take Charge.
ED 216 381
The Decision Seminar as a Training Framework: An Exploratory Assessment.
ED 216 443
Developing Basic Skills Programs in Secondary Schools.
ED 216 449
Dialogue in the Classroom.
ED 216 410
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155
Focusing on Information: Using the Case Method in Introductory Business Writing.
ED 216 351
Handbook for Caregivers: And Away We Go!
ED 216 792
Historians/Artifacts/Learners: Working Papers.
ED 216 947
Homework as a Learning Experience. What Research Says to the Teacher.
ED 217 022
How to Teach Adults. Leadership Pamphlet #5.
ED 216 219
How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6.
ED 216 220
Human Services: The Challenge of the Introductory Course.
ED 216 270
Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330
Learning the Concept of Interdependence: A Study in Two Dimensions.
ED 216 981
Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//
Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).
ED 216 513
My Russian Program is Alive and Growing.
ED 216 540//
Nuts and Bolts and Butterflies.
ED 216 371
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379
Solving Discipline Problems: Strategies for Classroom Teachers.
ED 216 788//
Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.
ED 216 686
Teaching Business Communications by the Traditional Writing and the Word Processing Methods A Comparison.
ED 216 370
Television in the Classroom: Critical Viewing/Thinking Skill Development.
ED 216 337
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094
Textbook Use in a Central Ohio Elementary School.
ED 216 968
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636
Writing Anxiety: What Research Tells Us.
ED 216 393

Teaching Skills
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028
Teacher Opinions About Professional Education Training Programs.
ED 217 043

Teamwork
School Based Staff Support Teams: A Blueprint for Action.
ED 216 498
Structuring an Adult Learning Environment, Part III· The Team Approach.
ED 216 196

Technical Assistance
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508

Technical Education
Appliance Repair. Post Secondary Curriculum Guide.
ED 216 109
Auto Mechanics. Post Secondary Curriculum Guide.
ED 216 110
Aviation Mechanics. Post Secondary Curriculum Guide.
ED 216 111
Civil Technology. Surveying. Post Secondary Curriculum Guide.
ED 216 114
Dental Assistant. Post Secondary Curriculum Guide.
ED 216 115
Diesel Mechanics. Post Secondary Curriculum Guide.
ED 216 126
Drafting/Design Technology. Post Secondary Curriculum Guide.
ED 216 116
Electrical Technology. Post Secondary Curriculum Guide.
ED 216 117

Electronic Technology. Post Secondary Curriculum Guide.
ED 216 119
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205
Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120
Instrumentation Technology, Volume I. Postsecondary Curriculum Guide.
ED 216 125
Machine Shop. Post Secondary Curriculum Guide.
ED 216 127
Mechanical Technology. Post Secondary Curriculum Guide.
ED 216 129
Medical Lab Technician. Post Secondary Curriculum Guide.
ED 216 130
Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement.
ED 216 721
Preparing for High Technology: Strategies for Change.
ED 216 168
Radio and TV Repair. Post Secondary Curriculum Guide.
ED 216 136
Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide.
ED 216 138
Small Engine Mechanics. Post Secondary Curriculum Guide.
ED 216 139
Small Engine Repair. Secondary Curriculum Guide.
ED 216 102

Technical Occupations
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Technical Writing
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380
Focusing on Information: Using the Case Method in Introductory Business Writing.
ED 216 351
Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361
Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373
Teaching Researchers to Write for Decisionmakers.
ED 216 385

Technological Advancement
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169
Preparing for High Technology: Programs That Work.
ED 216 167
Preparing for High Technology: Strategies for Change.
ED 216 168

Technology
The 5-Year Outlook on Science and Technology 1981.
ED 216 886
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 888

Technology Transfer
Conducting Workshops and Institutes. Leadership Pamphlet #9.
ED 216 223

Telecommunications
Establishing a Telephone Conferencing System: The Dynamics of Doing It.
ED 216 676

Teleconferencing
Establishing a Telephone Conferencing System: The Dynamics of Doing It.
ED 216 676

Telecourses
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855

Telephone Communications Systems
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670
Distance Education: The Personal Response.
ED 216 658
Establishing a Telephone Conferencing System: The Dynamics of Doing It.
ED 216 676

Telephone Surveys
Alternative Methods for Collecting Data on Mental Health Treatment Outcome.
ED 216 287

Television Curriculum
Television in the Classroom: Critical Viewing/Thinking Skill Development.
ED 216 337

Television Radio Repairers
Radio and TV Repair. Post Secondary Curriculum Guide.
ED 216 136

Television Research
Entertainment, Education, and the Hard Sell: Three Decades of Network Children's Television.
ED 216 413//
Four Young Children Construct Reality: Television Watching in the Home.
ED 216 355
Reading in the Age of Television.
ED 216 310

Television Viewing
An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV.
ED 216 796
Four Young Children Construct Reality: Television Watching in the Home.
ED 216 355
Reading in the Age of Television.
ED 216 310
Television in the Classroom: Critical Viewing/Thinking Skill Development.
ED 216 337
What Children Could Learn from TV.
ED 216 700

Tennessee Nutrition Education and Training Program
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.
ED 216 457

Tennessee Technological University
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020

Tenure
Beyond Traditional Tenure. A Guide to Sound Policies and Practices.
ED 216 598//
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736

Test Batteries
Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050

Test Bias
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077
Rural Alaska WISC-R Norms.
ED 216 481

Test Construction
Assessing English Literacy Skills: Writing.
ED 216 364
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.
ED 216 231
Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped.
ED 216 493
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.
ED 217 080
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048
The Nuts and Bolts'' of Test Construction.
ED 216 541//

Test Interpretation
The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.
ED 216 313
Sex Differences in Science: I Don't Know.''
ED 216 868

Test Items
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.
ED 217 080
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
ED 216 321

Test Levels
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062

Test Reliability
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357

Test Repeaters
Student Self-Selection and Test Repetition.
ED 217 065

Test Results
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
ED 216 321

Test Selection
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062

Test Specifications
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079

Test Theory
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048

Test Use
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048
Rural Alaska WISC-R Norms.
ED 216 481

Test Validity
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.
ED 216 307

Test Wiseness
Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention.
ED 217 075
Improving Estimates of Achievement in Students with Limited English Proficiency.
ED 216 516

Testing
The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546
Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863
Proficiency Testing in Second Language Classrooms.
ED 216 550//
Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools.
ED 216 459

Testing Programs
Conejo Valley Unified School District Master Plan for an Educational Results Information System.
ED 217 055
The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4.
ED 216 750
The New York State Testing Program in Writing: Its Influence on Instruction.
ED 216 350
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067

Texas
Governance Model Alternatives for Organizing Library Systems.
ED 216 694
Handbook of Reference Sources. Third Edition.
ED 216 695

Texas Library System
Benefit Allocation Study of the Texas Library System. FY 1980.
ED 216 692

Text Structure
The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.
ED 216 319

Textbook Bias
Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161
Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162

Textbook Content
Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//
SQ3R Doesn't Work Or Does It?
ED 216 327
Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361

Textbook Evaluation
Affecting the System through Productive Evaluation.
ED 217 071
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.
ED 216 318
Human Services: The Challenge of the Introductory Course.
ED 216 270

Textbooks
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.
ED 216 318
Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361
Textbook Use in a Central Ohio Elementary School.
ED 216 968

Textual Analysis
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Theory Practice Relationship
The Application of Communication Theory and Research in the Legal Community.
ED 216 419

Therapists
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257

Third World
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.
ED 216 187

Tile Occupations
Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.
ED 216 204

Timber Production
Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815

Time Factors (Learning)
An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.
ED 216 795

Time on Task
A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report.
ED 216 467

Time Perspective
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420

Time Series Analysis
An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.
ED 216 908

Title IX Education Amendments 1972
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Torts
Educational Tort Liability and Malpractice.
ED 216 450

Totalitarianism
Haitian Refugees Need Asylum: A Briefing Paper.
ED 217 086

Trade and Industrial Education
Auto Body. Post Secondary Curriculum Guide.
ED 216 104
Auto Body. Secondary Curriculum Guide.
ED 216 103
Barbering. Post Secondary Curriculum Guide.
ED 216 112
Carpentry/Cabinet Making. Post Secondary Curriculum Guide.
ED 216 113
Construction Cluster. Secondary Curriculum Guide.
ED 216 097
Cosmetology. Post Secondary Curriculum Guide.
ED 216 106
Cosmetology. Secondary Curriculum Guide.
ED 216 105
Graphic Arts. Secondary Curriculum Guide.
ED 216 099
Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.
ED 216 122
Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.
ED 216 123
Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.
ED 216 124
Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.
ED 216 121
Masonry. Post Secondary Curriculum Guide.
ED 216 128
Metals Cluster. Secondary Curriculum Guide.
ED 216 101
Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.
ED 216 204
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.
ED 216 203
Welding. Post Secondary Curriculum Guide.
ED 216 140

Traditional Schools
Open Education and Student Performance.
ED 216 797

Training
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation.
ED 216 689
Indian Education: A Manual for Program Management.
ED 216 845
A Model for Training Migrant Parents to Participate in the Total Development of Their Children.
ED 216 826

Training Methods
The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.
ED 216 858
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169
Preparing for High Technology: Programs That Work.
ED 216 167

Transfer of Training
Four Comments.
ED 216 563//
Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145

Transfer Programs
Report of the Task Force on the Academic Program.
ED 216 726

Transitional Programs
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630

Translation
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077

Trend Analysis
Eastern Europe: Pronatalist Policies and Private Behavior.
ED 216 944
Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques.
ED 216 957

Tribal Government
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self Evaluation Process for Indian Tribal Governments.
ED 216 812

Tribal Management
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
ED 216 812

Tuition
Indicators of Tuition, Room, and Board Prices: An Overview.
ED 216 659
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report .
ED 216 725
Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.
ED 216 848

Tutoring
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382

Tutors
Distance Education: The Personal Response.
ED 216 658

Two Year College Students
As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges.
ED 216 764
Can ESL English as a Second Language Students Survive in College?
ED 216 719
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.
ED 216 720
Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers.
ED 216 749
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758
Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.
ED 216 759

Two Year Colleges
Full Partner or Stepchild: Extending Functions of a University through a Branch Campus.
ED 216 751
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235

Uncertainty
An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.
ED 216 408

Uncommonly Taught Languages
The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546
Less Frequently Taught Languages: Basic Information and Instruction.
ED 216 547//

Undergraduate Students
Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054
Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600
Student and Faculty Expectations of Academic Advising. Preliminary Report.
ED 216 580

Undergraduate Study
Insights into Engineering Education Administration.
ED 216 643
Reforming General Education: A Survey.
ED 216 655
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154
Three Dialogues on Liberal Education.
ED 216 573

Unemployment
Invisible in the Rural Landscape.
ED 216 834
Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office.
ED 216 212
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41.
ED 216 211//
Youth Unemployment: An International Perspective.
ED 216 199

Union Members
Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.
ED 216 742

Unions
Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.
ED 216 653

Unit Costs
Resource Allocation in U. K. Universities.
ED 216 612

United Kingdom
Resource Allocation in U. K. Universities.
ED 216 612

United States
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234
Nuclear Strategy and World Order: The United States Imperative.
ED 216 952

United States (Midwest)
The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836

United States (South)
Party Identification and the Southern Influence.
ED 216 707
Proposed Title I Cuts: A Problem for the South.
ED 217 097

United States Government (Course)
Perspectives. Teacher's Guide and Reflections of History and From Cottages to Corporations and World War I, The Home Front and The Great Depression.
ED 216 982

United States History
Perspectives. Teacher's Guide and Reflections of History and From Cottages to Corporations and World War I, The Home Front and The Great Depression.
ED 216 982
Social Studies Program Grade 4.
ED 216 973

United States Literature
A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Units of Study
The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873
Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised
ED 216 898

Universities
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans.
ED 217 114
The American Research University.
ED 216 569
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//

University of Akron OH
Development of a Model Network of University/Community Team Leadership. Final Report.
ED 216 613

University of California Berkeley
High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

University of California Davis
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666

University of California San Diego
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630

University of Maryland College Park
Dimensions Underlying the Characteristics and Needs of Returning Women Students.
ED 216 597

University of Minnesota
The 1980-1981 General College Retention Program, Final Report.
ED 216 595

University of Pittsburgh PA
Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600

University of Saskatchewan (Canada)
First Year University Student Survey, 1981.
ED 216 576

University of Toronto (Canada)
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594

University of Zambia
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691

Uranium Mining
Radiation and Its Health Effects. AIO Red Paper #19.
ED 216 813

Urban Problems
Confronting Racial Isolation in Miami.
ED 217 116

Urban Schools
Budgets and Big City Education.
ED 217 096
Competing Value Systems in the Inner-City Schools.
ED 216 560//

Urban Teaching
University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers.
ED 217 035

Urban Universities
Development of a Model Network of University/Community Team Leadership. Final Report.
ED 216 613

Use Studies
Factors Affecting Instructional Television Utilization in Alabama.
ED 216 698
Perceptions of Puppet Use by Public Library Administrators.
ED 216 697
Textbook Use in a Central Ohio Elementary School.
ED 216 968

USSR
Nuclear Strategy and World Order: The United States Imperative.
ED 216 952

Utah
Outdoor Unified Studies.
ED 216 828

Values
Competing Value Systems in the Inner-City Schools.
ED 216 560//
Education and the Mountain Centres. Second Edition.
ED 216 810
The Humanities Behind the Walls.''
ED 216 389
Language, Affect and the Symbolization of Value.
ED 216 526

Values Education
Can Morality be Separated from Religion in the Teaching of Values?
ED 216 977

Vandalism
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Verbal Ability
Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.
ED 216 827

Verbal Communication
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405
Language, Affect and the Symbolization of Value.
ED 216 526
Language and Activity of Hyperactive and Comparison Children During Listening Tasks.
ED 216 483
Teacher Intellectual Disposition and Classroom Interaction.
ED 216 384

Verbal Tests
Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058

Vermont
Establishing a Telephone Conferencing System: The Dynamics of Doing It.
ED 216 676

Vertical Organization
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897
Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896

Veterans Education
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.
ED 216 582

Veterans Educational Assistance Act 1981
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.
ED 216 582

Victim Assistance
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171

Victims of Crime
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171

Videodisc Recordings
The Impact of Optical Videodiscs on Filmmaking.
ED 216 674

Videotape Recordings
Oral Composition in the Classroom (Handicapped Students).
ED 216 470

Violence
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, First Session (San Francisco, Calif.)
ED 216 295

Visual Aids
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330
On the Art of Winging It.''
ED 216 542//
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.
ED 216 675

Visual Environment
The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Visual Impairments
Evaluation of Cassette Braille.
ED 216 681
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502

Vocabulary
Multinational Comparison of Terms in Higher Education.
ED 216 603

Vocabulary Development
Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058
A Design for a Vocabulary Development Program.
ED 216 376
Enhancing Children's Response to Figurative Language.
ED 216 305
Which Words Shall They Learn?
ED 216 314

Vocational Adjustment
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207

Vocational Aptitude
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045

Vocational Education
Appalachian Regional Commission: 1981 Annual Report.
ED 216 853
Assessing Successful Strategies in Bilingual Vocational Training Programs.
ED 216 182
Cosmetology. Post Secondary Curriculum Guide.
ED 216 106
Cosmetology. Secondary Curriculum Guide.
ED 216 105
A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.
ED 216 445
Creating Awareness: An Instructional Unit in Sex Equity.
ED 216 160
Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161
Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.
ED 216 163
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9.
ED 216 164
The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980).
ED 216 836
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205
Equality in Language. An Instructional Unit in Sex Equity.
ED 216 159
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.
ED 216 166
Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162
Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198
Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers.
ED 216 749
Food Service. Post Secondary Curriculum Guide.
ED 216 108
Food Service. Secondary Curriculum Guide.
ED 216 107
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981).
ED 216 214
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208
Keeping High Risk Students in School.
ED 216 462
Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.
ED 216 204
Military Curriculum Materials for Vocational and Technical Education. Engine Principles, 8-3. Edition 5.
ED 216 180
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.
ED 216 203
Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1.
ED 216 201
Military Curriculum Materials for Vocational and Technical Education. Soils Engineering 3-1. Edition 1.
ED 216 200
Nuts and Bolts and Butterflies.
ED 216 371
Ornamental Horticulture. Post Secondary Curriculum Guide.
ED 216 134
Planning for College Success.
ED 216 706
The Politics of Federal Vocational Educational Legislation: 1963-1976.
ED 216 093
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.''
ED 216 143
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235
Solar Energy Task Force Report: Technical Training Guidelines.
ED 216 705
Third Annual Employer Satisfaction Survey.
ED 216 710
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165
Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Vocational Education Act 1963
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981).
ED 216 214

Vocational Education Data System
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981).
ED 216 214

Vocational Education Teachers
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172

Vocational Followup
A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153
National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.
ED 217 051
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207

Vocational Instructional Materials Acquisition Sys
A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.
ED 216 445

Vocational Rehabilitation
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.
ED 216 231
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Voice (Rhetoric)
Peer Interaction: A Method of Creating Voice in Writing.
ED 216 356

Voluntary Agencies
Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.
ED 216 775//
Refugees and Sponsorship.
ED 217 085

Volunteer Training
Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Volunteers
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594
The Washington District School Volunteer Program.
ED 216 789
Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Washington
Early Childhood Education Study: Washington's Three and Four Year Olds.
ED 216 798
The Legislature Doesn't Have a Glass Eye.
ED 216 761
Whose Dispute?
ED 216 762

Waste Disposal
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 925
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Wastes
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Water Pollution
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816

Wechsler Intelligence Scale for Children (Revised)
Rural Alaska WISC-R Norms.
ED 216 481

Welding
Metals Cluster. Secondary Curriculum Guide.
ED 216 101
Welding. Post Secondary Curriculum Guide.
ED 216 140

Welfare Services
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//

Well Being
The Impact of Work on Women at Midlife.
ED 216 286
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296
Public Policy and the Frail Elderly: A Staff Report.
ED 216 300
Women's Roles and Vulnerability to Depression.
ED 216 250

White House Conference on Aging
Housing the Elderly: Alternative Approaches. Reprint.
ED 216 298
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296
Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary.
ED 216 299
Public Policy and the Frail Elderly: A Staff Report.
ED 216 300
Use of Health Services by Women 65 Years of Age and Over: United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297

Wichita Public Schools KS
Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools.
ED 216 459

Widowed
Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Wind (Meteorology)
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

Wingspread Conferences
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648

Wisconsin
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Womens Education
Bennington College: in the Beginning.
ED 216 572//
Dimensions Underlying the Characteristics and Needs of Returning Women Students.
ED 216 597
Women's Education A World View: Annotated Bibliography of Books and Reports. Volume 2.
ED 216 664//

Womens Studies
A Framework for Studying Schools as Work Settings for Women Leaders.
ED 216 441
Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234

Word Boundaries
Kindergartners Deal with Word Boundaries.
ED 216 333

Word Frequency
Frequency-Count of English Words Appearing in Books Read in Elementary Schools.
ED 216 326

Word Lists
Frequency-Count of English Words Appearing in Books Read in Elementary Schools.
ED 216 326
Which Words Shall They Learn?
ED 216 314

Word Processing
Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition.
ED 216 179
Teaching Business Communications by the Traditional Writing and the Word Processing Methods A Comparison.
ED 216 370

Word Recognition
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336

Word Study Skills
A Design for a Vocabulary Development Program.
ED 216 376
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
ED 216 525
Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

Work Attitudes
Faculty Development and Achievement: A Faculty's View.
ED 216 626
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//

Work Environment
Learning from Experience. A Handbook for Adult Women Students.
ED 216 233
A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment.
ED 216 708

Work Experience Programs
Keeping High Risk Students in School.
ED 216 462
Learning from Experience. A Handbook for Adult Women Students.
ED 216 233

Worksheets
Rx: Home Remedies for Math.
ED 216 862

Workshops
Career Planning for Minority Women. Facilitator's Manual.
ED 216 247
Conducting Workshops and Institutes. Leadership Pamphlet #9.
ED 216 223
Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232
Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.
ED 216 245

World Problems
Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide and Companion to Study/Action Guide for Congregations and Religious Groups.
ED 216 980

Writing (Composition)
Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3.
ED 216 553
Dialectal Interference and Attitudes in Composition.
ED 216 378
Fostering Cognitive Growth Through Writing.
ED 216 383
The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5.
ED 216 395
Oral Composition in the Classroom (Handicapped Students).
ED 216 470
Peer Interaction: A Method of Creating Voice in Writing.
ED 216 356
Teaching Writing to ESL Students.
ED 216 529
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Writing across the Curriculum
Audience in Introductory Composition: Reducing the Pretending.
ED 216 375
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346
An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345
A Humanities Sequence for Adults at Ursuline College.
ED 216 386
Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387

Writing Apprehension
The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354
Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387
Writing Anxiety: What Research Tells Us.
ED 216 393

Writing Evaluation
Assessing English Literacy Skills: Writing.
ED 216 364
Audience in Introductory Composition: Reducing the Pretending.
ED 216 375
Bias in the Writing of Prose and Its Appraisal.
ED 217 073
Fostering Cognitive Growth Through Writing.
ED 216 383
Freedom, Restraint, and Peer Group Interaction.
ED 216 365
The New York State Testing Program in Writing: Its Influence on Instruction.
ED 216 350
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357

Writing Exercises
Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//
Focusing on Information: Using the Case Method in Introductory Business Writing.
ED 216 351

Writing Instruction
Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English?
ED 216 367
Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709
Ars Dictaminis'' and Modern Rhetorical Practice.
ED 216 390
Audience in Introductory Composition: Reducing the Pretending.
ED 216 375
The Basic Comp Class as Rhetorical Situation.
ED 216 347
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.
ED 216 720
Designing an English Curriculum for Prisons.
ED 216 388
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346
An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345
Focusing on Information: Using the Case Method in Introductory Business Writing.
ED 216 351
How To Make Mulligan Stew: Process and Product Again.
ED 216 349
A Humanities Sequence for Adults at Ursuline College.
ED 216 386
Learning Cycles for Basic Writers.
ED 216 344
The New York State Testing Program in Writing: Its Influence on Instruction.
ED 216 350
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379
Peer Interaction: A Method of Creating Voice in Writing.
ED 216 356
Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387
Teaching Researchers to Write for Decisionmakers.
ED 216 385
Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.
ED 216 372
The Transition to a Process Approach to Writing Instruction.
ED 216 368
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382
Writing Anxiety: What Research Tells Us.
ED 216 393
The 1980-1981 General College Retention Program, Final Report.
ED 216 595

Writing Processes
Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380
The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354
How To Make Mulligan Stew: Process and Product Again.
ED 216 349
Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.
ED 216 372
The Transition to a Process Approach to Writing Instruction.
ED 216 368
What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Writing Research
The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354
Freedom, Restraint, and Peer Group Interaction.
ED 216 365
The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5.
ED 216 395
Kindergartners Deal with Word Boundaries.
ED 216 333
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379
Peer Interaction: A Method of Creating Voice in Writing.
ED 216 356
A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.
ED 216 359
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357
Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382
Writing Anxiety: What Research Tells Us.
ED 216 393
Written Texts and Situational Contexts.
ED 216 363

Writing Skills
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709
Assessing English Literacy Skills: Writing.
ED 216 364
Basic Skills in a Longterm Perspective (BAS).
ED 216 308
Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074
How To Make Mulligan Stew: Process and Product Again.
ED 216 349
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.
ED 216 342
Teaching Researchers to Write for Decisionmakers.
ED 216 385
Written Texts and Situational Contexts.
ED 216 363

Written Language
Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392
The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students.
ED 216 320
A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391

Year Round Programs
Year-Round Camping Through Adventure Education Programs. An Occasional Paper.
ED 216 846

Young Adults
Teenage Parents: Their Ambitions and Attainments.
ED 216 273

Young Children
The Young Child: Reviews of Research, Volume 3.
ED 216 787//

Youth
Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper.
ED 216 851

Youth Career Development Program
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Youth Clubs
What Do I Do When I've Unlocked the Door and Turned the Lights On?''
ED 216 835

Youth Employment
Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office.
ED 216 212
Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41.
ED 216 211//
Youth Unemployment: An International Perspective.
ED 216 199

Youth Opportunities
What Do I Do When I've Unlocked the Door and Turned the Lights On?''
ED 216 835

Youth Problems
Invisible in the Rural Landscape.
ED 216 834
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283
Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262

Youth Programs
Program Design for Summer Youth Training.
ED 216 184

Zoos
The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum.
ED 216 871

Abernathy, Sandra M.
Who Says He's Gifted? A Look at the Present Legal Status of Gifted Education.
ED 216 472

Abram, Robert
Preparing for High Technology: Programs That Work.
ED 216 167

Ackerson, Leonor
Know Your Laws. Spanish.
ED 216 193

Adamson, William D.
Functional Communication at Minnesota: Integrating Communication Disciplines, On and Off the Campus.
ED 216 403

Adelstein, Diane
Dimensions Underlying the Characteristics and Needs of Returning Women Students.
ED 216 597

Adkison, Judith A.
Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.
ED 216 433

Agard, Judith Andrews
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484

Agosta, Lucien L.
The Transition to a Process Approach to Writing Instruction.
ED 216 368

Ajay, Helen
Literary Genres and Style.
ED 216 377

A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Akehurst, Michael
Invisible in the Rural Landscape.
ED 216 834

Akehurst, Michael D.
What Do I Do When I've Unlocked the Door and Turned the Lights On?''
ED 216 835

Akinnaso, F. Niyi
Research on Minority Languages and Educational Achievement: A Synthesis and an Interpretation.
ED 216 517

Alderman, Donald L.
Student Self-Selection and Test Repetition.
ED 217 065

Aldous, Myrtle, Ed.
Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).
ED 216 831

Alexander, Robert C.
Human Services Practicum Program.
ED 216 278

Allen, O. Jane
Advanced Undergraduate Technical Writing: English 318 at New Mexico State University.
ED 216 380

Allen, Rodney F., Ed.
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950

Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.
ED 216 989

Allen, Roger J.
Evaluation of Stress Management Education: The University of Maryland Model.
ED 217 024

Allen, Walter R.
Figurative Language of Disadvantaged Blacks as Related to Poverty, Music, Poetry, Language and Reading.
ED 217 104

Allyn, Edward P.
Planning an Injection Mold Design Training Program.
ED 216 144

Alm, Jan
A Sourcebook for the Interpretation of Traditional Dance By Outdoor Museums and Historic Sites.
ED 216 979

Altbach, Philip G., Ed.
Student Politics. Perspectives for the Eighties.
ED 216 608//

Amodeo, Luiza B
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045

Amos, Arthur K., Jr.
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666

Anandam, Kamala
Computer Enhanced Academic Alert and Advisement System.
ED 216 722

Anderson, Barry D.
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057

Andrews, Hans A.
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736

Andrews, Robert J.
A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties.
ED 216 501

Anglin, Leo W.
Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors.
ED 217 037

Antonucci, Toni C.
The Impact of Work on Women at Midlife.
ED 216 286

Appleton, Marianne
The Reading Habits of Church Active Mormon Women.
ED 216 322

Arends, Richard I.
Beginning Teachers as Learners: A Descriptive Report.
ED 217 036

Armenta, Richard R.
Determining Public Priorities and Support for Community College Missions: An Application of Mission Study to Assess Organizational Effectiveness.
ED 216 752

Arnett, Ronald C.
Dialogue in the Classroom.
ED 216 410

Arnold, Bill R.
Screening, Retaining and Counseling Human Service Students.
ED 216 284

Ashbaugh, Donald L.
Library Skills and Resources for Business Research.
ED 216 696

Ashby, Alan A.
A Developmental Study of Short-Term Memory Characteristics for Kinesthetic Movement Information.
ED 217 025

Assael, Daniel, Ed.
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508

Athanases, Steve
Research Findings from Student Performances of James Dickey's The Leap.''
ED 216 396

August, Bonne
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709

Austin, Alexander W.
The American Freshman: National Norms for Fall 1981.
ED 216 606

Ayers, Jerry B.
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020

Azumi, Jann
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099

Baetens Beardsmore, Hugo
Bilingualism: Basic Principles.
ED 216 544//

Baker, Bruce L.
Problems of Intervention in Families with Deviant Children.
ED 216 274

Baker, C. Woodson, III
Year-Round Camping Through Adventure Education Programs. An Occasional Paper.
ED 216 846

Baker, Joe G.
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Baker, Robert L.
Aspects of the Teaching of Russian.
ED 216 528

Baldridge, J. Victor
Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.
ED 216 653

Banaszak, Ronald A.
A Study of State Mandates and Competencies for Economics Education.
ED 216 946

Bank, Adrianne
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076

Banta, Trudy
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.
ED 216 457

Bardsley, W. Neil
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617

Barton, David
Literacy and Awareness of Segmental Structure in Adult Learners.
ED 216 510

Barton, Lyle E.
A Legal Perspective of Special Education: A Review.
ED 216 503

Bartz, Walter
The Role of Foreign Language Education for the Gifted and Talented Student. A Position Paper.
ED 216 515

Batten, Margaret
Perceptions of the Quality of School Life: A Case Study of Schools and Students.
ED 216 429

Bauer, Barbara Ann
A Study of the Reliabilities and the Cost-Efficiencies of Three Methods of Assessment for Writing Ability.
ED 216 357

Bauman, Richard
Ethnography of Children's Folklore.
ED 216 561//

Bean, John P.
A Causal Model of Faculty Research Productivity.
ED 216 661

The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population.
ED 216 657

Beardsley, Donna A.
Children's Social Attitudes Inventory: A Specialized Instrument for the Study of Attitudes Toward the Handicapped.
ED 216 493

Becht, Paul A.
The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873

Beckhard, Richard
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149

Beder, Harold
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148

Behm, Karen
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.
ED 216 166

Bell, David C.
Patterns of Verbal Communication in Strong Families.
ED 216 280

Bell, Linda G.
Patterns of Verbal Communication in Strong Families.
ED 216 280

Benjamin, Beverly P.
Variable Perceptions of Decision: An Operationalization of Four Models.
ED 216 604

Bennett, Ruth L.
Guidelines for Career Content in the Foreign Language Class.
ED 216 545

Beres, Louis Rene
Nuclear Strategy and World Order: The United States Imperative.
ED 216 952

Bernstein, Marlene A.
The Preparation of Associate Attorneys: A Study of the Determinants of Initial Success in Law Firm Practice.
ED 216 641

Beschner, George M., Ed.
Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series.
ED 216 255

Bethel, Lowell J.
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866

Bialeschki, M. Deborah
Self-Concept Change in Camp Staff.
ED 216 852

Billings, A. E.
Older Americans: A Review of Issues and Their Implications.
ED 216 301

Birdseye, Ann T.
A Study of Research and Evaluation Offices and Office Functions in the Public Schools.
ED 217 060

Bisson, Lillian M.
Creative Research: Getting Students to Take Charge.
ED 216 381

Blackburn, Robert T.
Research on Program Quality.
ED 216 629

Blai, Boris, Jr.
Viewpoint: To Each His Own (A Parallel-Perceptions Inquiry).
ED 216 636

Blakely, Edward J.
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832

Blecha, Milo K.
Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879

Blohm, Paul J.
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330

Blosser, Patricia, E., Ed.
Investigations in Science Education. Volume 8, Number 2.
ED 216 891

Bobner, Ronald F.
Historical Policy Capturing Through Use of Computerized Databases and Trend Analysis Techniques.
ED 216 957

Bogorya, Yvonne
University without Walls: An Alternative Approach to Management Education.
ED 216 575

Boileau, Don M.
Functional Communication Competencies: A National Perspective.
ED 216 397

Boloz, Sigmund A.
A Holistic Approach to Language Literacy.
ED 216 325

Bond, Carole L.
Mainstreaming: The Need to Prepare the Nondisabled.
ED 216 328

Bond, Kathleen, Ed.
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296

Bonyun, Rosemary
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283

Bookman, Lisa
Mode of Processing Using the Split-Span Technique in Dichotic Listening.
ED 216 407

Borsks, Nancy
Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.
ED 216 329

Boschen, Kathryn A.
Current Methods of Measuring Client Outcome in Rehabilitation Programs for the Physically Disabled.
ED 216 268

Bourexis, Patricia S.
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs.
ED 217 082

Bousquet, Woodward Scott
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900

Boutis, Elizabeth
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816

Bowker, Lee H.
The Academic Dean.
ED 216 652

Bowker, Richard
Aptitudes and Length of Education. Technical Report 1981-7.
ED 217 059

Boyer, Margaret
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis.
ED 216 782

Brabeck, Mary Margaret
The Relationship between Critical Thinking Skills and Development of Reflective Judgment among Adolescent and Adult Women.
ED 216 259

Bradshaw, Ted K.
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832

Branch, Audrey
Learning from Experience. A Handbook for Adult Women Students.
ED 216 233

Brannon, Ruth W.
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484

Braskamp, Larry A.
Faculty Development and Achievement: A Faculty's View.
ED 216 626

Bray, Robert M.
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort.
ED 216 271

Bredderman, Ted
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870

Brennan, Dennis C.
A Study of State Mandates and Competencies for Economics Education.
ED 216 946

Brent, Douglas
Audience in Introductory Composition: Reducing the Pretending.
ED 216 375

Brewer, Kathleen
Manual for Refugee Sponsorship.
ED 217 107

Bridgwater, Carol Austin
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration.
ED 216 593

Brinkman, Paul
Indicators of Tuition, Room, and Board Prices: An Overview.
ED 216 659

Brittain, Mary M.
Enhancing Children's Response to Figurative Language.
ED 216 305

Brittingham, Barbara E.
Human Services: The Challenge of the Introductory Course.
ED 216 270

Broadbent, Frank
Teacher as Change Agent.
ED 217 013

Broadbent, William A.
Third Annual Employer Satisfaction Survey.
ED 216 710

Brockway, Thomas P.
Bennington College: in the Beginning.
ED 216 572//

Brower, Mary
Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849

Brower, Robert
Group Experience: The Essence of Camping. An Occasional Paper.
ED 216 849

Brown, Bonnie
Student and Faculty Expectations of Academic Advising. Preliminary Report.
ED 216 580

Brown, Grace Carolyn
Part-Time Faculty Effectiveness: Fulfilling the Need.
ED 216 741

Planning for Excellence: A Case Model in a Large Urban Community College District.
ED 216 740

Strategic Planning in an Urban Environment: Focus on Education.
ED 216 739

Brown, Ivan E.
Educational Advising at the Work Site: Stimulating Worker Interest in Education through a Network of Labor Education Advisors.
ED 216 742

Brown, Jeanne, Ed.
Resources for the Family Day Care Provider.
ED 216 778

Brown, Lawrence L., III
Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156

Brown, Peggy, Ed.
Liberal Learning and Professional Programs.
ED 216 650

Brownell, Winifred
Communication Apprehension and the Speech Anxiety Peak Experience.
ED 216 417

Brulle, Andrew R.
A Legal Perspective of Special Education: A Review.
ED 216 503

Bryant, Brenda L.
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100

Brynteson, Paul
Changes in Knowledge, Fitness, and Attitude as a Result of a College Health Fitness Course.
ED 217 007

Brzezinski, Evelyn
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079

Buffie, Edward G.
1981 Graduates of the Block Program. A Follow-up Study.
ED 217 015

Burket, Linda Lee
Positive Parental Involvement in the Area of Reading during Preschool Years and Primary Grades.
ED 216 324

Burkhead, E. Jane
The Application of Evaluation and Measurement Techniques in School Health Education.
ED 217 026

Burks, Bonnie J.
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210

Burnette, Jane, Ed.
Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.
ED 216 497

Burnham, Christopher C.
Teaching With a Purpose: The Perry Scheme and the Teaching of Writing.
ED 216 372

Burns, Robin
Development Studies: A Case for New Legitimations of the Social Role of Higher Education?
ED 216 663

Burrow, Elaine
Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition.
ED 216 179

Office Duplication Practices. Teacher's Handbook. First Edition.
ED 216 175

Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition.
ED 216 173

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition.
ED 216 174

Butler, Raymond H.
Electrical Technology. Post Secondary Curriculum Guide.
ED 216 117

Electromechanical Technology. Post Secondary Curriculum Guide.
ED 216 118

Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide.
ED 216 122

Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide.
ED 216 123

Industrial Maintenance, Volume III. Post Secondary Curriculum Guide.
ED 216 124

Industrial Maintenance, Volume I. Post Secondary Curriculum Guide.
ED 216 121

Mechanical Technology. Post Secondary Curriculum Guide.
ED 216 129

Byrne, Connell M. J.
The Effects of Increasing Mass on the Variability of Movement & Segmental Movement Times.
ED 217 032

Cabello, Victor
Una Visita al Viejo San Juan (A Visit to Old San Juan).
ED 216 803

Caldwell, Nadine
Navigation - Project CAPE Teaching Module.
ED 216 906

Campbell, Kathryn Kawai
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Campbell, Paul B.
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208

Campbell, William E.
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601

Canipe, Sharon W.
Open Education and Student Performance.
ED 216 797

Capell, Frank J.
A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976.
ED 216 426

Cardinale, Anthony
Pupil Personnel Services: Material Review List Recommendations.
ED 216 291

Pupil Personnel Services: Statement of Functions.
ED 216 292

Cardot, Joe
Communication Apprehension and Intercultural Nonverbal Coding.
ED 216 418

Carter, E. Eugene
College Financial Management: Basics for Administrators.
ED 216 638//

Carter, George E.
Affirmative Action in Higher Education: Another Political Myth for Ethnic Americans.
ED 217 114

Caruso, Virginia M.
Teacher Enthusiasm Behaviors Reported by Teachers and Students.
ED 217 038

Casey, Rita J.
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897

Cavett, Dorcas C.
Use Ratio for Computing Informal Reading Tests!
ED 216 340

Cazden, Courtney
Four Comments.
ED 216 563//

Chait, Richard P.
Beyond Traditional Tenure. A Guide to Sound Policies and Practices.
ED 216 598//

Chan, Itty
The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105

Channing, Rhoda K., Ed.
Boston College Libraries: Systems, Services, Resources.
ED 216 693

Chapman, Carmen Woods
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
ED 216 321

Chapman, Judy Hansen
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Chastko, Audrey Marie
Analysis of Student Focussing Behaviour Using Postquestions and Chemistry Learning Materials.
ED 216 881

Cheffers, John T. F.
Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept.
ED 217 006

Chen, Kuan Yu
Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two.
ED 216 960

Chow, Stanley H. L.
A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report.
ED 216 467

Cicirelli, Victor G.
Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model.
ED 216 277

Clark, E. Audrey
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769

Teacher Writing Apprehension: Does It Affect Writing Assignments across the Curriculum?
ED 216 387

Clewell, Beatriz
Income Maintenance Programs and College Opportunity.
ED 216 621

Cohen, Vicki L. Blum
Evaluating Instructional Software for the Microcomputer.
ED 216 704

Coleman-Mitzner, Janet
Oral Story Making Experiences to Improve the Oral Language Proficiencies and Sense of Story'' of Fourth Grade Remedial Reading Students.
ED 216 358

Coleman, Lerita M.
The Impact of Work on Women at Midlife.
ED 216 286

Coleman, Nancy
Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.
ED 216 592

Coley, Joan D.
Developing an Evaluation Model for Gifted Programs.
ED 216 474

Collier, Helen V.
Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232

Collins, James L.
Written Texts and Situational Contexts.
ED 216 363

Comprone, Joseph J.
It Is the Poem that I Remake: Using Kenneth Burke's Pentad to Help Students Write about Robert Frost's 'Mending Wall.'
ED 216 360

Conard, Sue Stankewitz
The Difficulty of Textbooks for the Elementary Grades: A Survey of Educators' and Publishers' Preferences.
ED 216 318

Connell, Eileen
Establishing a Telephone Conferencing System: The Dynamics of Doing It.
ED 216 676

Connor, Charles C., Jr.
Welding. Post Secondary Curriculum Guide.
ED 216 140

Connors, Eugene T.
Educational Tort Liability and Malpractice.
ED 216 450

Conrad, Clifton F.
Research on Program Quality.
ED 216 629

Conwell, Marilyn
Less Frequently Taught Languages: Basic Information and Instruction.
ED 216 547/

Cook, John A., Ed.
Development and Experiment in College Teaching, No. 16.
ED 216 609

Cook, Thomas J.
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053

The Status of Group Life Insurance Plans.
ED 216 568

Cooke, Madeline A.
A Reading Lesson as the Reading Specialist Would Have Us Do It.
ED 216 538/

Cooke, Virginia
Report of the Task Force on the Academic Program.
ED 216 726

Cooper, Catherine R., Ed.
The Young Child: Reviews of Research, Volume 3.
ED 216 787/

Corse, Fran
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155

Corsi, Patricia Mitchell
A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786

Cotera, Martha P., Comp.
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234

Cotton, Eileen G.
Reading Comprehension through Folderbooks'': Developing Higher Order Thinking Strategies Using Children's Books.
ED 216 323

Crabtree, Elizabeth C.
Survey of Technical Report Writing Needs in the Greensboro, NC Area.
ED 216 373

Craig, Ruth Parle, Ed.
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

Cranney, A. Garr
The Reading Habits of Church Active Mormon Women.
ED 216 322

Creswell, John L.
Sex Related Differences in Problem Solving in Rural Black, Anglo, and Chicano Adolescents.
ED 216 895

Cronnell, Bruce
Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392

A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391

Crowley, Michael F.
Women and Minorities in Science and Engineering.
ED 216 890

Cunningham, Jo Lynn
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.
ED 216 457

Cunningham, Nella, Ed.
Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234

Cypress, Beulah K.
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297

Czerlinsky, Thomas
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.
ED 216 231

Dahllof, Urban
Problems of Curriculum and Staffing in Rural Schools.
ED 216 824//

Dalton, Mary Jo
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254

Daniel, Mark
Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.
ED 217 058

Daniel, Walter G.
Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147

Darkey, William A.
Three Dialogues on Liberal Education.
ED 216 573

Darling-Hammond, Linda
Maintenance of Effort Provisions: An Instrument of Federalism in Education.
ED 216 424

Darnell, Frank
Equality and Opportunity in Rural Education.
ED 216 820//

Darnell, Frank, Ed.
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI.
ED 216 817

DaRosa, Debra A.
A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

Dasho, Stefan J.
Responding to Teachers' Concerns with Qualitative Inquiry.
ED 217 016

David, Henry P.
Eastern Europe: Pronatalist Policies and Private Behavior.
ED 216 944

Davis, Hilarie
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473

Davis, Hilarie Bryce
Verbal Interaction Behaviors of Teachers of the Gifted.
ED 216 478

deBenedictis, Tina
Sex Differences in Science: I Don't Know.''
ED 216 868

Delaloye, Joan E.
Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach.
ED 216 760

DeLuca, Frederick P.
Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863

Demaline, Randy
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079

DeSelms, Carolenn
Creative Play in Language Learning.
ED 216 536//

Devore, Mary Ann
Creating Awareness: An Instructional Unit in Sex Equity.
ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.
ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162

deVoss, Gary
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030

DeWine, Sue
A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication.
ED 216 409

Di Salvo, Vincent S.
An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course.
ED 216 398

DiBella, Robert
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030

DiBiasio, Daniel A.
Academic Program Review in a Loosely Coupled System.
ED 216 587

Dick, John A. R.
Developing a Learner's Perspective and a Critical Perspective in a Faculty Workshop.
ED 216 346

Dirks, A. W.
Accountability and the Politics of Education.
ED 216 423

Dixon, John
Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English?
ED 216 367

Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366

Doan, Henry M.
Better Managerial Effectiveness Through Improved Planning and Budgeting in the Academic Area.
ED 216 601

Dorr, Aimee
An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV.
ED 216 796

Reading in the Age of Television.
ED 216 310

Dorsett, Rebecca Ann
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057

Doucette, Donald S.
Determining Public Priorities for the Support of Community College Missions: A Research Description of the Missions of the Arizona Community Colleges.
ED 216 753

Doucette, Robert E.
Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.
ED 216 848

Dougherty, Kevin
The Politics of Federal Vocational Educational Legislation: 1963-1976.
ED 216 093

Douglas, Joel M., Ed.
The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620

Downs, Gary E.
Better Science Through Safety.
ED 216 889

Drasdo, Harold
Education and the Mountain Centres. Second Edition.
ED 216 810

Drevlow, Susan
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630

Drysdale, Susan
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531

Duchastel, Philippe C.
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312

Radiation and Its Health Effects. AIO Red Paper #19.
ED 216 813

Duff, Ogle B.
Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District.
ED 217 102

The Pros and Cons of Busing in Pennsylvania.
ED 217 110

Dugan, Therese
Teachers' Perceptions of Existing and Ideal School Curriculum: An Analysis of Metaphors.
ED 217 037

Durkin, Dolores
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.
ED 216 334

Easton, John Q.
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062

Ebel, Robert L.
Are We Putting a Loaded Gun in the Hand of a Baby?
ED 217 070

Ecker, George
Academic Program Review in a Loosely Coupled System.
ED 216 587

Eckman, Fred R.
Universals, Typologies and Interlanguage.
ED 216 511

Ed.
Three Dialogues on Liberal Education.
ED 216 573

Reconceptualizing Back-To-Basics.
ED 216 348

Edwards, Glen P.
Declining Enrolments Implications for Rural Schools: A Case Study from South Australia.
ED 216 821//

Edwards, Judith B.
Elements of Computer Careers.
ED 216 683

Egbert, Robert L.
Demography in the United States: Some Twentieth Century Myths.
ED 216 439

Ehrnrooth, Christel
Family Relations and the Process of Differentiation. Publication 56.
ED 216 765

Native American Games & European Religious Attitudes in the 16th & 17th Centuries.
ED 216 833

Ekstrand, Judith M.
Methods of Validating Learning Hierarchies with Applications to Mathematics Learning.
ED 216 896

Ekstrom, Ruth B.
Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide.
ED 216 266

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.
ED 216 267

Elbaum, Louise
Working with Schools: For Parents of Children in Need of Exceptional Education.
ED 216 482

Elias, Kristina M.
Peer Interaction: A Method of Creating Voice in Writing.
ED 216 356

Elioff, Ione
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981.
ED 216 737

Enright, Brian E.
Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289

Enz, Judith
Review and Analysis of Reports of Science Inservice Projects: Recommendations for the Future.
ED 216 883

Erez, Miriam
Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261

Erickson, Stanford C., Ed.
Development and Experiment in College Teaching, No. 16.
ED 216 609

Ervin, Evon H., Ed.
Housing the Elderly: Alternative Approaches. Reprint.
ED 216 298

Fadale, LaVerna
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235

Faddis, Constance
Preparing for High Technology: Strategies for Change.
ED 216 168

Faherty, John K.
Self-Monitoring Approach for the Modification of Smoking Behavior: A Case Study.
ED 216 249

Fain, Stephen
An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System.
ED 216 954

Fallis, Anita
Vandalism Prevention Programs: A Case Study Approach.
ED 216 422

Farnsworth, Carolyn H.
An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.
ED 216 908

Farr, John E.
Minicomputers in the Teaching Laboratory - An Example from Physics.
ED 216 877

Fearing, Joseph L.
Evaluating Professional Personnel in Organizations: A Global View.
ED 216 428

Feinburg, Phil
Which Words Shall They Learn?
ED 216 314

Feldt, Leonard S.
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Felleman, Elyse Schwartz
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260

Fels, Rendigs, Ed.
Research on Teaching College Economics: Selected Readings.
ED 216 992

Fennell, Francis M.
Developing an Evaluation Model for Gifted Programs.
ED 216 474

Ferando, Annette
Single Mother's Resource Handbook.
ED 216 785

Ferguson, Charles O.
Institutional Management through Organization Development.
ED 216 733

Fienberg, Stephen E.
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.
ED 217 063

Finkelstein, Martin
Faculty Colleagueship Patterns and Research Productivity.
ED 216 633

Fisher, Kathleen M.
Student Misconceptions in Introductory Biology.
ED 216 880

Fitzpatrick, Beverley J.
Civil Technology. Surveying. Post Secondary Curriculum Guide.
ED 216 114

Drafting/Design Technology. Post Secondary Curriculum Guide.
ED 216 116

Food Service. Post Secondary Curriculum Guide.
ED 216 108

Food Service. Secondary Curriculum Guide.
ED 216 107

Industrial Electricity. Post Secondary Curriculum Guide.
ED 216 120

Flanagan, John, Ed.
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979).
ED 216 690

Flax, Stanley
Integrating the Humanities and Business Education: The Experience of International Business as an Example.
ED 216 732

Floyd, Jerald D.
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.
ED 217 031

Flynn, Elizabeth A.
Freedom, Restraint, and Peer Group Interaction.
ED 216 365

Folse, Roland
A Medical Student Logbook for Streamlining Collection of Clerkship Evaluation Data.
ED 216 596

Ford, Andrew T.
Beyond Traditional Tenure. A Guide to Sound Policies and Practices.
ED 216 598//

Frankel, Alan D.
Structuring an Adult Learning Environment, Part III: The Team Approach.
ED 216 196

Frazier, William D.
PLATO Use in Oklahoma Skill Centers. Final Report.
ED 216 150

Freeberg, Norman E.
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Freeman, Caryl P.
Focusing on Information: Using the Case Method in Introductory Business Writing.
ED 216 351

French, Michael P.
The Counselor's Role in the Secondary Reading Program: Selected Issues and Implications.
ED 216 341

French, Rod
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984

Fuchs, Douglas
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.
ED 217 046

Gabrys, Robert
Professional Development Perspective of Classroom Management and School Effectiveness.
ED 217 000//

Gadsden, Thomas, Jr.
The Aviology Concept Program. Resource Monograph #21. Revised.
ED 216 873

Gaff, Jerry
Reforming General Education: A Survey.
ED 216 655

Gaffney, Edward McGlynn, Jr.
Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.
ED 216 624//

Galliano, Grace
Non-traditional Students: New Faces and New Issues.
ED 216 615

Gallup, Howard F.
Mode of Processing Using the Split-Span Technique in Dichotic Listening.
ED 216 407

Garcia, Gonzalo, Jr.
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.''
ED 216 143

Garin, Robert H.
Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region.
ED 216 748

Garner, Ruth
Text Processing Differences among Readers.
ED 216 331

Garrison, Bruce
Dissemination of Election Returns Information: The News Election Service during Election 1980.
ED 216 362

Garrison, Joe C.
Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide.
ED 216 138

Gary, Lawrence E., Ed.
Black Men.
ED 217 095//

Geismar, Lori A.
Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers.
ED 216 784

Gelardi, Sal
The Aide in Indian Programs.
ED 216 844

Handbook for Indian Parent Committees.
ED 216 843

Indian Education: A Manual for Program Management.
ED 216 845

Gennari, Patricia A.
The Data-Based Staff Development Program: Design, Implementation, and Effects.
ED 217 041

Better Science Through Safety.
ED 216 889

Gidseg, Mitchell
Benefit Allocation Study of the Texas Library System. FY 1980.
ED 216 692

Gildea, Kathleen
Non-traditional Students: New Faces and New Issues.
ED 216 615

Gilleland, Dayton
Career Education Competency Checklist for the Learning Handicapped.
ED 216 197

Gilmer, Jerry S.
The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.
ED 217 083

Gilmore, Perry
A Retrospective Discussion of the State of the Art in Ethnography in Education.
ED 216 555//

Gilmore, Perry, Ed.
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978).
ED 216 554

Giovannini, Mary
Teaching Business Communications by the Traditional Writing and the Word Processing Methods A Comparison.
ED 216 370

Girling-Butcher, Sue
Perceptions of the Quality of School Life: A Case Study of Schools and Students.
ED 216 429

Glab, Edward, Jr., Ed.
Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.
ED 216 943

Glaser, Roberta E.
Keeping High Risk Students in School.
ED 216 462

Glass, Gene V.
School Class Size: Research and Policy
ED 217 111//

Glatthorn, Allan A., Ed.
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978).
ED 216 554

Gleberzon, William
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594

Glickman, Carl D.
Solving Discipline Problems: Strategies for Classroom Teachers.
ED 216 788//

Goetz, Judith Preissle
Sampling and Selection Issues in Educational Ethnography.
ED 217 049

Gold, Ben K.
The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4.
ED 216 750

Gollattscheck, James F.
Removing the Mystique from Needs Assessment.
ED 216 729

Gomez, Andres S.
Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.
ED 216 756

Good, James D.
Creating Awareness: An Instructional Unit in Sex Equity.
ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.
ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.
ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.
ED 216 162

Goodell, Rita Nitzberg
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171

Goodwin-Adam, Sharon
Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Gordon, Helen Heightsman
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.
ED 216 734

Gorelick, Molly C.
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769

Gorrell, Robert M.
How To Make Mulligan Stew: Process and Product Again.
ED 216 349

Gover, Maggie
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
ED 216 812

Graham, Hugh Davis
The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.
ED 216 434

Gray, Denis
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279

Green, Edward T.
Collective Bargaining in Education, 1981: The State of the Art.
ED 216 456

Greenberg, Barry
An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System.
ED 216 954

Greene, Jan
Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.
ED 216 837

Greene, William
Report on International Education Program at Broward Community College.
ED 216 731

Greener, Jean W.
Teacher Opinions About Professional Education Training Programs.
ED 217 043

Grimshaw, William F.
Ensuring Educational Excellence through Business and Community Cooperation.
ED 216 840

Groff, Warren H.
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654

Gross, Ronald, Ed.
Invitation to Lifelong Learning.
ED 216 747//

Gross, Thomas
Seven School-Based Planning Projects in One Hundred and Seventy-Five New York City Elementary and Secondary Public Schools: A Comparative Analysis.
ED 217 092

Maintenance of Effort Provisions: An Instrument of Federalism in Education.
ED 216 424

Gutterman, June K.
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237

Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236

A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238

The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Haddow, Susan
Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.
ED 216 775//

Haggstrom, Gus W.
Teenage Parents: Their Ambitions and Attainments.
ED 216 273

Hague, William J.
Language, Affect and the Symbolization of Value.
ED 216 526

Halasz, Ida
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.
ED 216 166

Hale, James R.
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009

Haley, Frances, Ed.
Guide to Selected Ethnic Heritage Materials: 1974-1980.
ED 216 949

Halfin, Harold
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205

Hall, Budd L.
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682

Hall, Perry, Ed.
Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).
ED 216 486

Hammons, Miriam B.
Attitudes toward Reading: Suburban Adolescents versus Inner-City Adolescents and Polygraph Verification.
ED 216 307

Haney, Kathy
Learning Cycles for Basic Writers.
ED 216 344

Hanneken, Hank
Staffing Your Library/Media Center.
ED 216 677

Hansen, Cheryl L.
Which Words Shall They Learn?
ED 216 314

Hansen, Janet S.
Income Maintenance Programs and College Opportunity.
ED 216 621

Androcentric Bias in the Educational Administration Quarterly.
ED 216 442

Harms, Norris
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885

Harrington, Lois G., Ed.
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172

Harrington, Wilma M.
What Do We Know About What We Do: Equity and Curriculum Research.
ED 217 014

Harris, Abigail M.
Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science.
ED 216 869

Harris, Ilene B.
Communication for Guiding Teachers: The Impact of Different Conceptions of Teaching and Educational Practice.
ED 217 040

Harris, Karen R.
The Relationships between Pupil Control Ideology, Self-Concept and Teacher Personality: Dimensions of Teacher Effectiveness.
ED 216 412

Harris, Stephen
Aboriginal Learning Styles and the Three Rs.
ED 216 825//

Harrison, John S.
Applications of Computer Technology in Foreign Language Teaching and Learning.
ED 216 552//

Hartenberger, Curtis
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830

Hartley, Joseph W.
Twelve Great Basketball Offenses.
ED 217 005

Hartoonian, H. Michael
Beyond the Widening Horizon: Rethinking Social Education.
ED 216 955

Haussmann, Monika Johanna
Women's Roles and Vulnerability to Depression.
ED 216 250

Hayes, Cheryl D., Ed.
Making Policies for Children: A Study of the Federal Process.
ED 216 776

Healey, William A.
Twelve Great Basketball Offenses.
ED 217 005

Heath, Shirley Brice
Ethnography in Education: Defining the Essentials.
ED 216 556//

Heimlich, Joe E., Ed.
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Heller, Mary F.
The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels.
ED 216 342

Henderson, Cathy
Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667

Henderson, Karla A.
Self-Concept Change in Camp Staff.
ED 216 852

Henschen, Keith P.
Achievement Motivation and Sex Role Orientation of High School Female Track and Field Athletes vs. Nonathletes.
ED 217 002

Hershberger, Jane
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155

Hershey, David E.
Enrollment, Marketing, and Retention in the Coming Decade.
ED 216 567

Hess, Beth B., Ed.
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296

Hess, Richard C.
Survey of Responses to Case Studies in the Speech Communication Course: Likes and Dislikes.
ED 216 404

Heston, Alan W., Ed.
New Directions in International Education.
ED 216 953//

General Education: A New Force in Student Development.
ED 216 665

Hill, Barbara Ann
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648

Hind, Ian W.
Some Economic Aspects of the Provision of Educational Services in Rural Areas.
ED 216 822//

Hing, Esther
Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.
ED 216 297

Hite, Herb
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington.
ED 217 027

Hobar, Nicholas
Classroom Management and School Effectiveness in the 80's.
ED 216 998//

Hockman, Elaine M.
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011

Hodgin, Robert F.
A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.
ED 216 715

Hofer, Andrew
The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging.
ED 216 275

Hohhertz, Durwin
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 178

Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177

Holden, John B.
Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147

Holladay, Sylvia A.
Writing Anxiety: What Research Tells Us.
ED 216 393

Holmes, Dennis H.
Program Design for Summer Youth Training.
ED 216 184

Holtzman, Wayne H.
Divergent Thinking as a Function of the Degree of Bilingualism of Mexican-American and Anglo Fourth-Grade Students.
ED 216 827

Hood, Lois
Institutionalized Psychology and the Ethnography of Schooling.
ED 216 565//

Hoogstra, Lisa, Comp.
Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622

Horak, Willis J.
An Inservice Program for Elementary Teachers: Components, Instructional Procedures, and Evaluation.
ED 216 882

Students' Rating of Instruction in Elementary Science Methods Courses.
ED 216 879

Hord, Shirley M.
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866

Horowitz, Amy
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253

Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.
ED 216 252

Houck, Cherry
The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future.
ED 216 471

Howes, Nancy J.
Participative Management: A Practice for Meeting the Demands of the Eighties.
ED 216 435

Huckenpahler, J. G.
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649

Hudson, James I., Ed.
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//

Hugenberg, Lawrence W.
A Communicative Innovational Change for Counselor Training Programs: A Social Systems View.
ED 216 416

Hughes, Abby L.
The Decision Seminar as a Training Framework: An Exploratory Assessment.
ED 216 443

Hughes, Larry W.
University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers.
ED 217 035

Humbach, Nancy
PR and the Language Program.
ED 216 535//

Humes, Ann
Assessing English Literacy Skills: Writing.
ED 216 364

A Design for a Vocabulary Development Program.
ED 216 376

Huntley, Renee M.
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.
ED 217 080

Igoe, Kathryn, Ed.
Museum School Partnerships: Plans and Programs. Sourcebook #4.
ED 216 945

Immerman, Michael A.
The Relationship Between Attendance and Performance in a Remedial Mathematics Program with American Indian Adults.
ED 216 811

Jackson, Stanlie M., Ed.
Career Planning for Minority Women. Facilitator's Manual.
ED 216 247

Management Basics for Minority Women. Facilitator's Manual.
ED 216 246

Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.
ED 216 245

Jacob, Evelyn
Combining Ethnographic and Quantitative Approaches: Suggestions and Examples from a Study on Puerto Rico.
ED 216 559//

Jacobs, Suzanne E.
Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3.
ED 216 553

James, Anita C.
A Comparative Analysis of Organizations' Communication Structure: Organizational Technology and Outcomes as Determinants of Internal Communication.
ED 216 409

Jansen, Clifford J.
Fact-Book on Italians in Canada. First Edition.
ED 217 087

Jansson, Karin, Ed.
Basic Skills in a Longterm Perspective (BAS).
ED 216 308

Jansson, Lars C.
A Survey of Secondary Mathematics Teacher Training Practices in West Germany and the Netherlands.
ED 216 892

Jantzen, Jonathan Landis, Ed.
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816

Jaycox, Victoria H.
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170

Johnson, Carroll
Board Spats Getting You Down? Here's How to Resolve Them.
ED 216 458

Johnson, Charlotte F.
Planning Events for LD Adults.
ED 216 505

Johnson, Maggie
Legal Services for Oregon School Districts.
ED 216 454

Career Development in Institutional Research.
ED 216 610

Johnston, Robert S., Ed.
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

Joiner, Elizabeth G.
Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//

Jones, Carol S.
Oral Composition in the Classroom (Handicapped Students).
ED 216 470

Jones, Mary Ann
Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.
ED 216 775//

Jones, Yvonne J.
Secondary Adult Program 310 Report.
ED 216 152

Jongewaard, Steven M.
Learning the Concept of Interdependence: A Study in Two Dimensions.
ED 216 981

Jordan, Sue A.
Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.
ED 216 759

Joseph, Helen
Lesson Plan for Computer Literacy Unit (3 Weeks). Grades 7-9. Revised
ED 216 898

Juarez, Juan R.
Cognitive Considerations and Curricular Models for Bilingual Education: Application of the Research by Bruner, Gagne, and Piaget.
ED 216 805

Junker, Linda
Can Morality be Separated from Religion in the Teaching of Values?
ED 216 977

Kahl, Stuart R.
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909

Kahler, Edward P.
Auto Body. Post Secondary Curriculum Guide.
ED 216 104

Diesel Mechanics. Post Secondary Curriculum Guide.
ED 216 126

Kahler, Edward P.: And Others
Auto Body. Secondary Curriculum Guide.
ED 216 103

Kalmbach, James
The Structure of Narrative Retelling.
ED 216 317

Kapes, Jerome T.
A Review and Analysis of the Meta-Evaluation Study: The Effects of Participating in Vocational Education.''
ED 216 143

Kaplan, Michael H., Ed.
Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography.
ED 216 958

Karagan, Nicholas J.
What School Boards Can Do to Improve Teacher Competency.
ED 216 421

Karch, Hannelore
Know Your Laws. German.
ED 216 192

Kargodorian, Arka
Democratization of Higher Education: Issues and Trends.
ED 216 631

Katula, Richard
Communication Apprehension and the Speech Anxiety Peak Experience.
ED 216 417

Katzki, Kate
Uprooted Children. Migrants and Refugees: The Role of Nongovernmental Organizations.
ED 216 793

Kaufman, David
Course Development: Industrial or Social Process.
ED 216 662

Kelly, Colleen A., Comp.
Asian Studies: A Catalogue of Asian Resources in Connecticut. Area Studies Resources Guides, Number One.
ED 216 962

Kelly, J. Terrence
Computer Enhanced Academic Alert and Advisement System.
ED 216 722

Kelsh, Bruce
Microcomputers in Schools: Promise and Practice.
ED 216 451

Kenney, Donald S., Ed.
Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479

Kerchner, Charles T.
Variable Perceptions of Decision: An Operationalization of Four Models.
ED 216 604

Kerzner, Randi L.
The Effect of Retention on Achievement.
ED 216 309

Kester, Donald
Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.
ED 217 056

Kieran, Carolyn
The Learning of Algebra: A Teaching Experiment.
ED 216 884

Killelea, Frances
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531

Kim, S. Peter
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

Kimball, George H.
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339

Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113

Kimmel, Susan
Children with a Perseverative Text Processing Strategy: The Effect of Text Organization.
ED 216 316

Kimmelman, Paul
School Public Library Censorship and the First Amendment.
ED 216 448

Kindig, Louise E.
Sport Injuries for Females: Incidence and Prevention.
ED 217 034

King-Fitch, Catherine C.
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207

King, Maxwell C.
Evaluation of the Boards of Trustees: A President's Perspective.
ED 216 738

Kingson, Eric R.
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256

Kirst, Michael W.
Policy Research and Educational Policy-Making: Toward a Better Connection.
ED 216 463

Klassen, Frank H.
Teacher Education and Global Perspectives. Current Issues.
ED 216 993

Kleiman, Howard
Public Broadcasting and the Public Forum Doctrine.
ED 216 401

Klein, Charlotte M.
Research Findings Concerned with Fathers' Impact on Their Preschoolers.
ED 216 773

Klein, Thomas
Reforming General Education: A Survey.
ED 216 655

Kley, Raymond C.
Keeping High Risk Students in School.
ED 216 462

Klitz, Sally Innis
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project.
ED 217 088

The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108

Knouse, Reno
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.
ED 216 213

Koeller, Shirley
Literary Experience, A Neglected Essential.
ED 216 306

Komoski, P. Kenneth
Affecting the System through Productive Evaluation.
ED 217 071

Konrad, Abram G.
Full Partner or Stepchild: Extending Functions of a University through a Branch Campus.
ED 216 751

Kopania, Margaret
Know Your Laws. Polish.
ED 216 191

Kopfstein, Robert Wm.
SQ3R Doesn't Work Or Does It?
ED 216 327

Korey, George
University without Walls: An Alternative Approach to Management Education.
ED 216 575

Kraemer, Kenneth L.
Camelot Revisited: Public Administration Education in a Generic School. Management Research Program.
ED 216 461

Krause, Jerry L.
A Limited Self-Paced, Individualized, Mastery Learning System.
ED 216 730

Krug, Clara
An Error-Analysis Design for Improving the Writing Skills of College-Level Foreign Language Students.
ED 216 345

Kulieke, Marilynn J.
The Competence and Performance of Foreign Medical Graduates: Research and Implications.
ED 216 627

La Cavera, Lee R.
Fact-Book on Italians in Canada. First Edition.
ED 217 087

Labov, William
Competing Value Systems in the Inner-City Schools.
ED 216 560//

LaConte, Ronald T.
Homework as a Learning Experience. What Research Says to the Teacher.
ED 217 022

Ladd, Doris M.
Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

LaGana, Christine M.
Deinstitutionalization as a Goal of Behavior Modification: A Preliminary Report.
ED 216 288

Lai, Morris K.
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039

Lakin, K. Charlie, Ed.
Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490

Lally, Mike
Computer-Assisted Handwriting Instruction and Visual/Kinaesthetic Feedback Processes.
ED 216 687

Lambert, Richard D., Ed.
New Directions in International Education.
ED 216 953//

Lambert, Wallace E.
Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

Lancaster, F. W.
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation.
ED 216 689

Landry, Russell H., Ed.
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950

Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.
ED 216 989

Lang, Darrel
Stress Management and Anxiety Reduction Through EMG Biofeedback/Relaxation Training upon Junior High School Students.
ED 217 017

Langenberg, Donald N.
The American Research University.
ED 216 569

Langer, Judith A.
The Construction of Meaning and the Assessment of Comprehension: An Analysis of Reader Performance on Standardized Test Items.
ED 216 313

Lapides, Ellie
Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start.
ED 216 771

Lapides, Jerry
Sourcebook for Winning Ways to Work with adults and Sourcebook for Strategies for Increasing Parent Involvement in Head Start.
ED 216 771

Larntz, Kinley
Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.
ED 217 063

Larsen, Max D.
Student and Faculty Expectations of Academic Advising. Preliminary Report.
ED 216 580

Lawrence, John E.S.
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053

Lazarus, Simone Rollin
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502

Leavitt, Howard B.
Teacher Education and Global Perspectives. Current Issues.
ED 216 993

LeCompte, Margaret D.
Sampling and Selection Issues in Educational Ethnography.
ED 217 049

LeCroy, Jan
Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724

LeJun, Andree
Know Your Laws. French.
ED 216 190

Lehman, Susan Nichols, Ed.
Museum School Partnerships: Plans and Programs. Sourcebook #4.
ED 216 945

Lehrer, Ariella J.
Cognitive Effects of Mainstreaming.
ED 216 494

Lenahan, Robert
The Economic Effectiveness of Student Allowances for Isolated Families.
ED 216 823//

Lentz, Linda P.
College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.
ED 216 628

Leu, Donald J., Jr.
The Effects of Syntactic Differences between Oral and Written Discourse on the Reading Comprehension of 2nd and 5th Grade Students.
ED 216 320

Levelt, Peter
What Children Could Learn from TV.
ED 216 700

Levine, Frank M.
Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.
ED 216 848

Levinson-Rose, Judith
Identifying the Context of Postsecondary Instructional Programs.
ED 216 632

Lewis, Dorothea, Ed.
Public Policy and the Frail Elderly: A Staff Report.
ED 216 300

Light, Richard J., Ed.
Learning from Experience: Evaluating Early Childhood Demonstration Programs.
ED 216 777

Lindelow, John
Microcomputers in Schools: Promise and Practice.
ED 216 451

Linder, Fredric
The Adoption of a Self-Esteem Inventory to Assess the Impact of an Arts Based Program on Middle and High School Children.
ED 216 258

Lindvall, C. M.
An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.
ED 216 904

Lingle, Kendall I.
Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper.
ED 216 851

Linton, Margaret
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142

Lipson, Joseph I.
Student Misconceptions in Introductory Biology.
ED 216 880

Liskin-Gasparro, Judith E.
Proficiency Testing in Second Language Classrooms.
ED 216 550//

Liston, Louise
Outdoor Unified Studies.
ED 216 828

Livingston, Samuel A.
Assumptions of Standard Setting Methods.
ED 217 069

Loavenbruck, Grant
Continuing Social Work Education Provision: Trends and Future Developments.
ED 216 599

Lockett, Danuta Wal
The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum.
ED 216 871

Lockheed, Marlaine E.
Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science.
ED 216 869

Logan, Oscar Levon
Concepts and Values Affecting the Transmission of a Black Visual Aesthetic: Study of Art Instructors in Historically Black Colleges and Universities.
ED 217 090

Long, James P.
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169

Long, Jim
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670

Longe, Karen M.
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

Lonnborg, Barbara
Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262

Lonsdale, Alan J.
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617

Louis, Karen Seashore
Implementing Research and Development in Schools: State-of-the-Art.
ED 217 001//

Loyd, Brenda H.
The Effect of Item Density on Item Difficulty in Passage-Related Language Tests.
ED 217 080

Lundu, Maurice C.
National Information Provision Responsibilities of the University of Zambia Library: A User Perspective.
ED 216 691

Lunetta, Vincent N.
Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24.
ED 216 857

Lyle, Stanley P.
Library Skills and Resources for Business Research.
ED 216 696

Mackey, Bruce C.
Reductions in Force in Higher Education: One College's Response to the Illinois Community College Tenure Act.
ED 216 736

Madhere, Serge
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099

Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098

Maher, Thomas H.
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.
ED 216 668

Malcolm, Stuart
Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814

Maloney, Dorothy
Conejo Valley Unified School District Master Plan for an Educational Results Information System.
ED 217 055

Maluccio, Anthony N., Ed.
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//

Manikas, William T.
Party Identification and the Southern Influence.
ED 216 707

Marion, L. Marvin
The Bottomless Churn: An Antique World of Collectibles. A Unit for Gifted and Talented Students.
ED 216 477

A Tribute to the Donkey.
ED 216 476

Marler, Jerilyn, Ed.
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671

Marshall, Catherine
Organizational and Political Tensions in Evaluation.
ED 216 432

Marshall, Nancy L.
Female Bonding among Low Income Mothers.
ED 216 290

Marsland, David
Invisible in the Rural Landscape.
ED 216 834

Martin, Donald L., Jr.
Identifying Potential Dropouts: A Research Report.
ED 216 304

Martin, James L.
Building Curricula When You Don't Have the Answer.
ED 216 978

Martin, Jeanette
Search for Quality: The Sophomore Diagnostic Screening Process in the Teacher Preparation Program at New Mexico State University.
ED 217 045

Martinez, Jose A.
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

Marx, Pat, Comp.
The Handicapped Student on College Campuses Advocacy, Responsibility, and Education. National Conference (3rd, Denver, Colorado, May 18-21, 1980).
ED 216 488

Marx, Pat, Ed.
Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).
ED 216 486

Masciantonio, Rudolph
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
ED 216 525

Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523

The Numbers in Latin. Teacher's Guide. Tentative Edition.
ED 216 522

Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

Mascolini, Marcia V.
Focusing on Information: Using the Case Method in Introductory Business Writing.
ED 216 351

Mason, James A.
Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper.
ED 216 847

Massey, Romeo M.
A Cost Analysis of a State-Level, Multi-Option Procedure for the Acquisition of Competency-Based Instructional Materials.
ED 216 445

Mathews, Robert O.
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.
ED 216 507

Ma[illegible]brey, Pierre
Contemporary Cultures: Issues and Answers.
ED 216 548//

Mauch, James
Multinational Comparison of Terms in Higher Education.
ED 216 603

Maxwell, Cy
Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries.
ED 216 819//

May, Charlaron
Navigation - Project CAPE Teaching Module.
ED 216 906

Mayer, Victor J.
An Assessment of the Validity and Precision of the Intensive Time-Series Design Through Monitoring Learning Differences in Groups of Students with Formal and with Concrete Cognitive Tendencies.
ED 216 908

Mayer, Victor J., Ed.
Investigations in Science Education. Volume 8, Number 2.
ED 216 891

Maynor, Natalie
Dialectal Interference and Attitudes in Composition.
ED 216 378

McAdams, Kathy
National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.
ED 217 051

McArthur, David L.
Bias in the Writing of Prose and Its Appraisal.
ED 217 073

Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077

McBee, Maridyth M.
Evaluation of the ESAA Program, 1980-81.
ED 217 112

McCarson, Carole
Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067

McCarthy, Harold
Participative Management: A Practice for Meeting the Demands of the Eighties.
ED 216 435

McClelland, Michael J.
Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.
ED 216 907

McColly, William
The Japanese Form of Management: Will It Work in American High Schools?
ED 216 453

McCombs, Carol
Evaluation and Professional Development for the Instructional Supervisor.
ED 216 716

McCutcheon, Gail
Textbook Use in a Central Ohio Elementary School.
ED 216 968

McDermott, Ray P.
Institutionalized Psychology and the Ethnography of Schooling.
ED 216 565//

McEnany, Gina S.
The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 .
ED 216 618

McIntire, Ronald G.
University and School District Cooperation: A System for Growing Your Own Quality Urban Teachers.
ED 217 035

McKay, Carol L.
Foreign Language Projects for the Gifted Student.
ED 216 537//

McKay, Martin D.
Foreign Language Projects for the Gifted Student.
ED 216 537//

McKibbin, Glenn B.
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181

McKinney, W. Lynn
Human Services: The Challenge of the Introductory Course.
ED 216 270

McLeod, John
First Year University Student Survey, 1981.
ED 216 576

McNett, Ian, Ed.
Teacher Corps Networking: Purpose and Potential. A Position Paper.
ED 217 033

Mead, Robert G., Jr., Ed.
The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546

Mehan, Hugh
The Structure of Classroom Events and Their Consequences for Student Performance.
ED 216 557//

Meiselman, Karin C.
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257

Mendelsohn, Harold
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352

Menges, Robert J.
Identifying the Context of Postsecondary Instructional Programs.
ED 216 632

Intellectual Journeys in Faculty Development. Occasional Paper Number 14.
ED 216 591

Merriam, Allen H.
Comparative Chronemics and Diplomacy: American and Iranian Perspectives on Time.
ED 216 420

Merriam, Betsy
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Merrill, Elizabeth J. Bryant
Learning How to Mother: An Ethnographic Investigation of an Urban Breastfeeding Group.
ED 216 767

Meyers, Carmel
Summer Bridge Program: A Dropout Intervention Program for Minority and Low-Income Students at the University of California, San Diego.
ED 216 630

Miller, Allen H., Ed
Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678

Miller, Errol L.
Educational Research in the English-Speaking Caribbean.
ED 217 061

Miller, Joyce R.
A Selected Bibliography Related to Alternative School Systems.
ED 216 446

Miller, Larry D.
Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406

Miller, Leslie M.
Incentive Pay for Teachers: Impacts in an Urban District.
ED 216 438

Miller, Louise
The Aide in Indian Programs.
ED 216 844

Handbook for Indian Parent Committees.
ED 216 843

Indian Education: A Manual for Program Management.
ED 216 845

Miller, Maurice
Correspondence Courses for Gifted Students.
ED 216 506

What Does It Mean to be Able to Write?: The Question of Writing in the Discourses of Literature and Composition.
ED 216 394

Milligan, Frank G.
Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.
ED 216 728

Milne, Bruce G.
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206

Mishler, Carol
A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153

Mitchell, Regene L.
A New Dimension: The Leader's Role in Identifying and Managing Stress in the Work Environment.
ED 216 708

Mitchell, Ruth
Teaching Researchers to Write for Decisionmakers.
ED 216 385

Mockovak, William P.
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188

Mohlman, Georgea G.
Effective Use of Time in Secondary Reading Classrooms.
ED 216 343

Moll, Hans
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher.
ED 216 675

Monahan, William G.
Higher Education Perspective of Classroom Management and School Effectiveness.
ED 216 999//

Moon, Michael
A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.
ED 216 986

Moore, Shirley G., Ed.
The Young Child: Reviews of Research, Volume 3.
ED 216 787//

Moots, Philip R.
Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.
ED 216 624//

Morris, John E.
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044

Morrisey, J. Thomas
University Education (Continuing Education): Its Past, Present and Future.
ED 216 183

Mosqueda, Lawrence J.
The Persistence of Institutional Racism in Higher Education: Its Roots and Remedies.
ED 216 647

Moss, R. Kay
Comprehension in Context: Social and Situational Influences on Story Retellings.
ED 216 338

Mote, Patricia M.
Nuts and Bolts and Butterflies.
ED 216 371

Moye, Michael D.
Barbering. Post Secondary Curriculum Guide.
ED 216 112

Carpentry/Cabinet Making. Post Secondary Curriculum Guide.
ED 216 113

Cosmetology. Post Secondary Curriculum Guide.
ED 216 106

Cosmetology. Secondary Curriculum Guide.
ED 216 105

Masonry. Post Secondary Curriculum Guide.
ED 216 128

Moye, Michael D., Ed.
Construction Cluster. Secondary Curriculum Guide.
ED 216 097

Muffs, Judith Herschlag, Ed.
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115

Munushian, Jack
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855

Nasca, Donald
Verbal Interaction Behaviors of Teachers of the Gifted.
ED 216 478

Navarro, M. Susana
Chicano Children's Cognitive Styles: A Review of the Literature and Effects of a Pretest Intervention.
ED 217 075

Nederveen, Paul
Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.
ED 216 514

Negroponte, Nicholas
The Impact of Optical Videodiscs on Filmmaking.
ED 216 674

Nelson, Orville
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205

Nelson, Robert B.
The Job Hunt: The Biggest Job You'll Ever Have. A Practical Guide for New College Graduates. Revised Edition.
ED 216 611

Nelson, Ronald J.
The Humanities in the Two-Year Agricultural Technical College.
ED 216 744

Nettles, Michael T.
The Development and Validation of Criteria and Method for Evaluating Statewide Planning for Higher Education.
ED 216 605

Nevins, Madeline M., Ed.
Health Maintenance Organizations and Academic Medical Centers. Proceedings of a National Conference (Colorado Springs, Colorado, October 1980).
ED 216 637//

Newbert, David
Single Mother's Resource Handbook.
ED 216 785

Newman, Carol
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.
ED 217 010

Newton, Eunice Shaed
The Case for Improved College Teaching. Instructing High-Risk College Students.
ED 216 619//

Newton, Robert R.
The Evolution of the New York Archdiocesan School System 1800-1967.
ED 216 956

Nichols, Margaret Irby
Handbook of Reference Sources. Third Edition.
ED 216 695

Nichols, Susan K., Ed.
Historians/Artifacts/Learners: Working Papers.
ED 216 947

Niebuhr, Mary M., Ed.
Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981).
ED 216 533

Teaching English in Francophone Africa.
ED 216 527

Nober, Linda W., Ed.
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496

Noda, Phyllis A.
Bilingual Education: Parents and Community Awareness Training Manual.
ED 216 841

Novak, Kathy
Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146

Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145

Nucci, Larry
Can Morality be Separated from Religion in the Teaching of Values?
ED 216 977

O'Brien, Francis J., Jr.
Proof that the Sample Bivariate Correlation Coefficient Has Limits ((Plus or Minus)) 1.
ED 216 874

O'Connor, Kevin
Solar Energy Task Force Report: Technical Training Guidelines.
ED 216 705

O'Keefe, Garrett J.
Media Campaigns and Crime Prevention: An Executive Summary.
ED 216 352

Oehmen, Stephen J.
Some Effects of Training Students as Managers of a Program to Indirectly Modify Academic and Behavioral Teacher Ratings of Students.
ED 216 285

Oerke, Gary W.
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
ED 216 715

Oerke, George
Community Pre-Retirement Training Program: Final Report and Statistical Summary.
ED 216 755

Ogawa, Rodney T.
The Decision Seminar as a Training Framework: An Exploratory Assessment.
ED 216 443

Ogilvie, John F., Ed.
Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980).
ED 216 678

Oliaro, Paul, Ed.
The Michigan State University Alcohol Education Project for Resident Students.
ED 216 574

Olsen, Jeanne
On the Art of Winging It.''
ED 216 542//

Olsen, Kathryn
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Orend, Richard J.
The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report.
ED 216 990

Budgets and Big City Education.
ED 217 096

Osborn, Frances P.
Integrating Business and the Humanities.
ED 216 763

Osmunson, Stanley E.
Can We Teach Reframing? An Empirical Test of a Communication Problem Solving Skill.
ED 216 406

Otto, Beverly
Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332

Palm, Glen
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis.
ED 216 782

Palmer, Joseph W.
The Present Status and Likely Future of Public Library Film Service.
ED 216 699

Papert, Seymour A.
Information Prosthetics for the Handicapped. Final Report.
ED 216 500

Parker, Betty June, Ed.
Women's Education A World View: Annotated Bibliography of Books and Reports. Volume 2.
ED 216 664//

Parker, Denise K.
Perceptions of Puppet Use by Public Library Administrators.
ED 216 697

Parker, Franklin
Evolution/Creation Teaching on Trial: Implications for Educators.
ED 216 948

Parker, Franklin, Ed.
Women's Education A World View: Annotated Bibliography of Books and Reports. Volume 2.
ED 216 664//

Parks, Carolyn
Audiovisual Materials and Techniques for Teaching Foreign Languages: Recent Trends and Activities.
ED 216 551//

Parrish, Berta
Television in the Classroom: Critical Viewing/Thinking Skill Development.
ED 216 337

Pascarella, Ernest T.
Freshman Attrition and the Residential Context.
ED 216 586

Patton, Gregory D.
Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.
ED 216 163

Patton, Robert
Computer Literacy for All High School Students.
ED 216 679

Peck, Hugh I.
The Role of Basic Skills Testing in Louisiana.
ED 217 066

Pelow, Randall A.
Research Findings Concerned with Fathers' Impact on Their Preschoolers.
ED 216 773

Pentre, Barbara
Project CODE: Career and Life Planning. Teacher Manual.
ED 216 475

Perez, Marcel
Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).
ED 216 513

Perry, James L.
Camelot Revisited: Public Administration Education in a Generic School. Management Research Program.
ED 216 461

Peters, Richard
Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula.
ED 216 905

Peters, William H.
Teacher Intellectual Disposition and Classroom Interaction.
ED 216 384

Petersen, Robert C.
Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980.
ED 216 264

Philbrick, Douglas R., Comp.
A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 809

Phillips, June K.
Merging Methods and Texts: A Pragmatic Approach.
ED 216 549//

Picou, J. Steven
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165

Pike, Kathy
Have You Disabled a Student Today? A Look at Teacher Effectiveness.
ED 216 311

Piper, Richard M
Improving Estimates of Achievement in Students with Limited English Proficiency.
ED 216 516

Pla, Myrna
Eventos de Abril (April Events).
ED 216 842

Plevin, Arlene
The Basic Comp Class as Rhetorical Situation.
ED 216 347

Pollock, Della
The Rhapsode as Singer and Actor.
ED 216 399

Poppenhagen, Brent W.
Field Experience in Postsecondary Education: A Guidebook for Action.
ED 216 578//

Porter, Charles F.
The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.
ED 216 858

Portine, Henri, Ed.
Argumentation et Communication (Argumentation and Communication).
ED 216 509

Posner, Burt
Teaching Writing to ESL Students.
ED 216 529

Potter, Ellen F.
Demands Upon Children Regarding Quality of Achievement: Standard Setting in Preschool Classrooms.
ED 216 799

Powell, Jack V.
Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going.
ED 217 012

Pratte, Richard N.
Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three.
ED 216 961

Prentis, Catherine, Ed.
Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007.
ED 216 996

Press, Allan N.
Salience of Age as a Factor in Eliciting Negative Stereotypes of the Elderly.
ED 216 281

Prewitt Diaz, Joseph O.
A Selected Bibliography of Bilingual Special Education.
ED 217 106

Pringle, Robert A.
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072

Provost, Julia K.
Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815

Quay, Richard H.
On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656

Queralt, Magaly
The Role of the Mentor in the Career Development of University Faculty Members and Academic Administrators.
ED 216 614

Radke, Helen
Whose Dispute?
ED 216 762

Ragland, Sherman L.
Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293

Ralph, John H.
Vouchers Revisited: The Prospects for Education Vouchers in the Eighties.
ED 216 447

Ralston, Penny A.
Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study.
ED 216 272

Ramey, Madelaine
School Characteristics Associated with Instructional Effectiveness.
ED 216 436

Rasmussen, Roger
A Study of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives.
ED 216 425

Rausch, Erwin, Ed.
Management in Institutions of Higher Learning.
ED 216 639//

Cooperative Education Is a Superior Strategy for Using Basic Learning Processes.
ED 216 186

Reha, Rose K.
Interviewer Perceptions.
ED 216 414

Reid, John Y.
Intellectual Biography in Higher Education: The Public Career of Earl J. McGrath as a Case Study.
ED 216 640

Reisman, Fredricka K.
Reflections Upon a Teacher Education Program Diagnosing Where We've Been, Where We Are, and Where We're Going.
ED 217 012

Reschke, Claus
Foreign Language Week: A Successful Public Relations Model.
ED 216 532

Reynolds, William Bradford
Justice Department Policies on Equal Employment and Affirmative Action.
ED 217 109

Riccobono, John A., Ed.
National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052

Richardson, Judy
Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies.
ED 216 329

Richardson, Richard C., Jr.
The Community College in the Eighties: Time for Reformation.
ED 216 723

Richardson, Rita C.
Ego Development and Power Base Reliance of School Principals.
ED 216 444

Riley, Michael N.
The Success of a Mexican American Immigrant: An Examination of Richard Rodriguez's Hunger of Memory.''
ED 216 807

Robinson, James T.
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902

Rock, Donald A.
What to Do with What We Know and What to Do about What We Don't Know.
ED 216 185

Roen, Duane H.
The Effects of Selected Text-Forming Structures on College Freshmen's Comprehension of Expository Prose.
ED 216 319

Rohrer, John D., Ed.
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Roit, Marsha L.
Contingency Contracting: A Technique for Developing Responsibility and Self-Control.
ED 216 289

Rose, Harvey, Ed.
Solar Energy Now.
ED 216 867//

Rose, Janet S.
A Study of Research and Evaluation Offices and Office Functions in the Public Schools.
ED 217 060

Rosenbaum, Nelson, Ed.
Citizen Participation: Models and Methods of Evaluation. Working Paper Series.
ED 216 455

Rosner, Mary
Style and Audience in Technical Writing: Advice from the Early Texts.
ED 216 361

Ross, Helgola G.
Perceived Closeness in Adult Sibling Relationships: Origins, Maintenance, and Meaning.
ED 216 254

Ross, Mark, Ed.
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496

Ross, Robert A.
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758

Rounds, Susan
Grammatical Awareness, Field Independence, and Reading Ability in Second Grade Children.
ED 216 315

Rouse, Linda P.
Faculty Morale and Perceptions of Equity in the Classroom.
ED 216 625

Rowe, Helga A.H.
Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050

Rowe, J. Stan
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual
ED 216 864

Sabol, Edward J.
Human Services Practicum Program.
ED 216 278

Sacco, Steven J.
The Nuts and Bolts'' of Test Construction.
ED 216 541//

Sadoff, Eugene
K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.
ED 216 976

Salem, Philip
An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.
ED 216 408

Sam, C.
The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Sanday, Peggy Reeves
Anthropologists in Schools: School Ethnography and Ethnology.
ED 216 566//

Santa Rita, Emilio
Can ESL English as a Second Language Students Survive in College?
ED 216 719

Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718

Sappe, Hoyt
Electronic Technology. Post Secondary Curriculum Guide.
ED 216 119

Instrumentation Technology, Volume I. Postsecondary Curriculum Guide.
ED 216 125

Sappe, J. Hoyt
Commercial Art. Secondary Curriculum Guide.
ED 216 096

Sappe, J. Hoyt, Ed.
Graphic Arts. Secondary Curriculum Guide.
ED 216 099

Sartain, Harry W.
Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600

Frequency-Count of English Words Appearing in Books Read in Elementary Schools.
ED 216 326

Saville, Sandra K.
Women's Legal Rights in Alaska. Reprint.
ED 216 987

Say, Elaine
Incentive Pay for Teachers: Impacts in an Urban District.
ED 216 438

Scanlon, Robert G.
An Educator's Perspective: Ethnography in the Educational Community.
ED 216 564//

Scheffelin, Margaret Merrick
Improvements in Attitudes Toward Learning Disabilities During the International Year of Disabled Persons.
ED 216 489

Schell, John F.
Designing an English Curriculum for Prisons.
ED 216 388

The Humanities Behind the Walls.''
ED 216 389

Schempp, Paul G.
Influence of Decision-Making by Elementary Children on Attitudes, Creativity, Motor Skills, and Self-Concept.
ED 217 006

Scherini, Rose
High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

Schlawin, Sheila A.
The New York State Testing Program in Writing: Its Influence on Instruction.
ED 216 350

Schlueter, David
A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

Schmidt, Mark J.
Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415

Schmidt, Molly Spengler
Political Communication Coursework and the Skills Utilized by Political Professionals.
ED 216 411

Teaching Political Communication by Simulation: A Course Proposal.
ED 216 415

Schmidt, Warren H.
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149

Schneider, Benjamin
Human Needs and Faculty Motivation.
ED 216 602

Scholl, Kathleen
Four Young Children Construct Reality: Television Watching in the Home.
ED 216 355

Schubert, Jane G.
Evaluability Assessment: The Promise in Practice.
ED 217 078

Schultz, Jeffrey J.
Where's the Floor? Aspects of the Cultural Organization of Social Relationships in Communication at Home and in School.
ED 216 558//

Schulz, Russel E.
The Development of Programming Design Guides. Final Report.
ED 216 684

Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.
ED 216 685

Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.
ED 216 686

Schunk, Dale H.
Progress-Contingent Rewards: Do They Boost Children's Achievement?
ED 216 872

Schuttenberg, Ernest M.
Field Experience in Postsecondary Education: A Guidebook for Action.
ED 216 578//

Scott, Aurelia C.
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs.
ED 217 082

Seidenberg, Edward
Benefit Allocation Study of the Texas Library System. FY 1980.
ED 216 692

Governance Model Alternatives for Organizing Library Systems.
ED 216 694

Seidenberg, Mark S.
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336

Selfe, Cynthia L.
The Composing Processes of High and Low Writing Apprehensives: A Modified Case Study.
ED 216 354

Sell, Daniel
A Model for Faculty Development in the Community College.
ED 216 743

Semke, Harriet D.
Living'' the Language Through Simulation.
ED 216 543

Sen, Joya
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41.
ED 216 211//

Serck, Leah M.
Teaching Concerns of Early Childhood Graduates in Their First Five Years of Teaching.
ED 216 768//

Sewall, Timothy J.
A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154

Sewell, Ernestine P.
Ars Dictaminis'' and Modern Rhetorical Practice.
ED 216 390

Shade, Daniel David
The Effect of a Parent Education Program on Selected Aspects of Parental Behavior: An Exploratory Study.
ED 216 772

Shaier-Barazani, Judith
Sex Role Stereotypes and Women's Choice of Innovative Fields of Study.
ED 216 261

Shakeshaft, Charol
Androcentric Bias in the Educational Administration Quarterly.
ED 216 442

A Framework for Studying Schools as Work Settings for Women Leaders.
ED 216 441

Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization.
ED 216 440

Sharon, Batia
The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report.
ED 216 990

Shaw, Ruth
Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
ED 216 724

Shaw, Terry
ORES - Objective Referenced Evaluation in Science.
ED 216 876

Shaycoft, Marion F.
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048

Sheehy, Nancy
Clinicians' Perceptions of the Impact of Incest on Disturbance and Prognosis.
ED 216 257

Sheffield, Edward
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651

Sheridan, Harriet W.
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648

Sherman, Joel D.
Government Finance of Private Education: A Review of the Australian Experience.
ED 216 437

Shimabukuro, Sandy K.
A Statewide Nutrient Analysis of Children's Diets.
ED 217 039

Shindelman, Lois W.
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253

Shook, Ronald
Who Benefits: Student Progress in Two Teaching Modes.
ED 216 382

Shopper, Moisy
Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper.
ED 216 850

Shorr, Marilyn, Comp.
Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622

Shultz, Glen F.
An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.
ED 216 795

Siegfried, John J., Ed.
Research on Teaching College Economics: Selected Readings.
ED 216 992

Simon, Stephen H., Comp.
The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).
ED 216 487

Simpson, Bruce
Dental Assistant. Post Secondary Curriculum Guide.
ED 216 115

Health Occupations Cluster. Secondary Curriculum Guide.
ED 216 100

Medical Lab Technician. Post Secondary Curriculum Guide.
ED 216 130

Medical Office Assistant. Post Secondary Curriculum Guide.
ED 216 131

Nurse Aide. Post Secondary Curriculum Guide.
ED 216 132

Operating Room Technology. Post Secondary Curriculum Guide.
ED 216 133

Ornamental Horticulture. Post Secondary Curriculum Guide.
ED 216 134

Practical Nursing. Post Secondary Curriculum Guide.
ED 216 135

Radiological Technology. Secondary Curriculum Guide.
ED 216 137

Simpson, Patricia M., Ed.
Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI.
ED 216 817

Simpson, William
Factors Affecting Instructional Television Utilization in Alabama.
ED 216 698

Sinanoglu, Paula A., Ed.
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//

Singer, Norman M.
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095

Sinick, Daniel
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181

Skipper, Charles E.
Four Indicators of Administrative Effectiveness.
ED 216 634

Slawski, Carl
Self Improvement Questions for College Teachers.
ED 216 577

Smith, David B. D.
Workload and Stress in the Older Employee.
ED 216 251

Smith, David C.
The Content in Teacher Education Programs.
ED 217 029

Smith, David Martin
A Retrospective Discussion of the State of the Art in Ethnography in Education.
ED 216 555//

Smith, Franceska
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148

Smith, Jeff E.
Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667

Smith, Kenneth M.
Planning for College Success.
ED 216 706

Smith, Laura Spooner
Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074

Smith, Nick L., Comp.
Evaluation Contracting Checklist.
ED 217 081

Smith, Pamela E.
Electronics Cluster. Secondary Curriculum Guide.
ED 216 098

Radio and TV Repair. Post Secondary Curriculum Guide.
ED 216 136

Smythe, Mary-Jeanette
A Preliminary Study of Nonverbal Cues and Relational Termination.
ED 216 402

Snidman, Nancy
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076

Sniegoski, Stephen J., Ed.
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980).
ED 216 151

Snyder, Barbara
On the Art of Winging It.''
ED 216 542//

Snyder, Barbara, Ed.
The OMLTA Yearbook: 1982.
ED 216 534

Soares, Anthony T.
Brain Research: Implications for Learning.
ED 217 042

Soares, Louise M.
Brain Research: Implications for Learning.
ED 217 042

Sorrentino, Constance
Youth Unemployment: An International Perspective.
ED 216 199

Sowell, Evelyn J.
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897

Spady, William G.
School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective.
ED 216 997//

Spanjer, R. Allan
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009

Spaulding, Seth
Democratization of Higher Education: Issues and Trends.
ED 216 631

Spitzberg, Irving, J., Jr., Ed.
Universities and the International Distribution of Knowledge.
ED 216 590//

Spruit, Ed
International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).
ED 216 672

Squibb, Betsy
Family Day Care: How to Provide it in Your Home.
ED 216 766

Stalker, John C., Ed.
Boston College Libraries: Systems, Services, Resources.
ED 216 693

Stallings, Jane A.
Effective Use of Time in Secondary Reading Classrooms.
ED 216 343

Stansell, John C.
Comprehension in Context: Social and Situational Influences on Story Retellings.
ED 216 338

Starr, Harold
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209

Steffenson, Martin B.
College Student Attitude toward Computer-Managed Instruction in an Introductory Biology Course.
ED 216 899

Stein, June B.
Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.
ED 216 720

Stern, Virginia W., Comp.
Out of School Programs in Science.
ED 216 894

Sternglass, Marilyn S.
Fostering Cognitive Growth Through Writing.
ED 216 383

Stich, Judith, Ed.
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).
ED 216 583

Stoever, Edward C., Jr.
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 925

Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 911

Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 919

How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 922

How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 923

How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 917

How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 920

Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 915

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 912

Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 916

Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 910

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 921

Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 924

Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 926

Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 927

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 928

Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 913

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 918

What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 914

Stoever, Edward, C., Jr.
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931

Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 934

Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 935

Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 929

Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 936

Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 937

Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 932

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 933

The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938

Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 939

When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 941

Stokes, Shari, Ed.
School Based Staff Support Teams: A Blueprint for Action.
ED 216 498

Stone, Frank A., Comp.
Middle East Studies: A Catalogue of Middle East Studies Resources In or Near Connecticut. Area Studies Resource Guides, Number Two.
ED 216 963

Stone, Frank Andrews
Philosophical Phenomenology: A Methodology for Holistic Educational Research. Multicultural Research Guides Series, Number Four.
ED 216 964

Using Oral History in Educational Studies. Multicultural Research Guides Series, Number One.
ED 216 967

Stone, Frank Andrews, Ed.
Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series.
ED 216 966

Stratta, Leslie
Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English?
ED 216 367

Achievements in Writing at 16 . Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366

Sulzby, Elizabeth
Judging the Emergent Reading Abilities of Kindergarten Children.
ED 216 332

Kindergartners Deal with Word Boundaries.
ED 216 333

Sutherland, Mary
The Application of Evaluation and Measurement Techniques in School Health Education.
ED 217 026

The Specific Competencies of Bachelor Level Community Health Educators as Perceived by Maine Practicing Health Educators.
ED 217 003

Sutton-Smith, Brian
Play Theory of the Rich and for the Poor.
ED 216 562//

Swanson, James M.
The SNAP Rating Scale for the Diagnosis of the Attention Deficit Disorder.
ED 217 047

Sweet, Robert
Distance Education: The Personal Response.
ED 216 658

Swift, Jonathan
Global Education: Fantasy, Reality, and the English Class.
ED 216 369

Swiggett, Betty M.
A Study of the Relation of Syntactic Complexity to Mode of Discourse in the Writing of Eighth and Twelfth Graders.
ED 216 359

Talley, Ronda C., Ed.
Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.
ED 216 497

Tallman, John Gary
Paradigms and Problems: Thomas Kuhn and Composition Revolutions''.
ED 216 379

Tanner, Laurel N., Ed.
Papers of the Society for the Study of Curriculum History.
ED 216 995

Taran, Patrick A.
Manual for Refugee Sponsorship.
ED 217 107

Tarleau, Alison T.
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830

Rural Child Welfare.
ED 216 829

Tatter, Sue Ellen
Women's Legal Rights in Alaska. Reprint.
ED 216 987

Taylor, Bryan J. R.
Resource Allocation in U. K. Universities.
ED 216 612

Taylor, K. Phillip
The Application of Communication Theory and Research in the Legal Community.
ED 216 419

Tenhula, John, Ed.
Refugees and Sponsorship.
ED 217 085

Terenzini, Patrick T.
Freshman Attrition and the Residential Context.
ED 216 586

Terrey, John N.
The Legislature Doesn't Have a Glass Eye.
ED 216 761

Thomas, M. Angele, Ed.
Alternative Programs for Disruptive Youth.
ED 216 495

Thompson, Bruce
Ego Development and Power Base Reliance of School Principals.
ED 216 444

Thurlow, Martha L.
Teacher Opinions About Professional Education Training Programs.
ED 217 043

Tietze, Irene Nowell
Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self-Actualization.
ED 216 440

Ting-Toomey, Stella
An Analysis of Communication Patterns in Differentially Satisfied Marital Couples.
ED 216 405

Tippin, Keener A.
The Academic Performance of Missouri Community College Transfer Students at the University of Missouri-Columbia.
ED 216 746

Tirado, Rosa
Teresita and Carlitos.
ED 216 804

Tirado, Valentin
Teresita and Carlitos.
ED 216 804

Todd, Julie
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236

The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Tolman, Richard R.
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903

Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901

Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902

Toombs, William
Finding Exemplars of Research on Academic Programs.
ED 216 660

Toro, Leonor
Eventos de Abril (April Events).
ED 216 842

Eventos de Marzo (March Events).
ED 216 802

Trabing, Mark R.
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.
ED 216 839

Travers, Jeffrey R., Ed.
Learning from Experience: Evaluating Early Childhood Demonstration Programs.
ED 216 777

Tritschler, Donald, Ed.
Instructional Resources Handbook for Higher Education.
ED 216 635

Trivisonno, Ann M.
A Humanities Sequence for Adults at Ursuline College.
ED 216 386

Troike, Rudolph C.
Assessing Successful Strategies in Bilingual Vocational Training Programs.
ED 216 182

Tucker, Jan L.
Our Global Future: Implications for Social Studies Education in the United States.
ED 216 991

Turman, Carlene L.
Competency Mapping: A New Concept in ABE Needs Assessment.
ED 216 158

Turner, Philip M.
Factors Affecting Instructional Television Utilization in Alabama.
ED 216 698

Turow, Joseph
Entertainment, Education, and the Hard Sell: Three Decades of Network Children's Television.
ED 216 413//

Turpin, Betty Ann M.
Age Differences in Short Term Memory: Retention of Location and Distance Cues.
ED 217 023

Tyo, John H.
How to Prepare Original Motion Picture Film for Printing, Including A and B Rolls.
ED 216 673

Uguroglu, Margaret E.
Building Curricula When You Don't Have the Answer.
ED 216 978

van den Berg, Willem H.
Minicomputers in the Teaching Laboratory - An Example from Physics.
ED 216 877

Veloz, Felipe
A Model for Training Migrant Parents to Participate in the Total Development of Their Children.
ED 216 826

Vinick, Barbara H.
Three Years after Bereavement: Lifestyles of Elderly Men.
ED 216 276

Wadsworth, Samuel G.
PLATO Use in Oklahoma Skill Centers. Final Report.
ED 216 150

Wagner, Richard D.
Strategies for Interinstitutional Cooperation: The Experience in Illinois.
ED 216 646

Waldstein, Arnold, Ed.
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508

Walkenbach, John
Inaccuracies in Recently Published Departmental Rankings: An Empirical Demonstration.
ED 216 593

Walker, Paul R.
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington.
ED 217 027

Wallace, Daisy G., Ed.
Developing Basic Skills Programs in Secondary Schools.
ED 216 449

Wallace, Gaylen R.
Discriminant Analysis Between Four Different Self Measures and Sex-Role Identity with Junior Year College Students.
ED 217 054

Wang, Ming-mei
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064

Ward, Eric F.
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072

Warmbrod, Catharine P.
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169

Warner, Jack L.
Alternative Methods for Collecting Data on Mental Health Treatment Outcome.
ED 216 287

Washington, Elois D.
The Effects of Functional Level Testing on Five New Standardized Reading Achievement Tests.
ED 217 062

Watkins, James F.
Appliance Repair. Post Secondary Curriculum Guide.
ED 216 109

Auto Mechanics. Post Secondary Curriculum Guide.
ED 216 110

Aviation Mechanics. Post Secondary Curriculum Guide.
ED 216 111

Metals Cluster. Secondary Curriculum Guide.
ED 216 101

Small Engine Mechanics. Post Secondary Curriculum Guide.
ED 216 139

Small Engine Repair. Secondary Curriculum Guide.
ED 216 102

Watkins, James H.
Machine Shop. Post Secondary Curriculum Guide.
ED 216 127

Watson, Joan Q.
Know Your Laws.
ED 216 189

Know Your Laws. Czechoslovakian.
ED 216 194

Know Your Laws. French.
ED 216 190

Know Your Laws. German.
ED 216 192

Know Your Laws. Italian.
ED 216 195

Know Your Laws. Polish.
ED 216 191

Know Your Laws. Spanish.
ED 216 193

Watson, Rita
Definitions: The Conventionalization of Word Meaning.
ED 216 512

Weatherl, Rutha
Handbook for Caregivers: And Away We Go!
ED 216 792

Weathersby, George B.
Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.
ED 216 644

Weigle, Richard Daniel
Convocatum EST: Addresses by the President of St. John's College at Matriculation Convocations in Annapolis and Santa Fe Over Three Decades, 1950-1980.
ED 216 581

Weinstein, Carole
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709

Weisert, Hilde
Project CODE: Career and Life Planning. Teacher Manual.
ED 216 475

Wendt, Janice
Professional Preparation: A Process of Discovery.
ED 217 008

Wharton, Clifton R., Jr.
General Education: Stopping the Pendulum But Can We Get Off?
ED 216 717

White, Carolyn Beach
Communication Activities in Today's Latin Classroom or, The Romans Spoke Latin, So Why Can't We?
ED 216 539//

White, James
Vandalism Prevention Programs: A Case Study Approach.
ED 216 422

Whitehead, Vivian
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142

Whitfield, Richard
Education and Local Development.
ED 216 818//

Whitmore, Robin L.
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666

Wilhite, Stephen C.
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.
ED 216 335

Wilken, William H.
Manpower-Education Coordination: Two Decades of Frustration. Report #4.
ED 216 156

Wilkinson, Gene L.
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.
ED 216 680

Williams, Kathleen
Age Differences in Short Term Memory: Retention of Location and Distance Cues.
ED 217 023

Williams, M. Lee
An Analysis of Uncertainty and Satisfaction: A Hospital Case Study.
ED 216 408

Willis, Joe D.
The Relationship Between Competitive Motives and Ratings of Competitiveness.
ED 217 021

Wilson, Gary W.
Community Pre-Retirement Training Program: Final Report and Statistical Summary.
ED 216 755

Wilson, George W.
A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.
ED 216 715

Wilson, M. Lee
Rural Alaska WISC-R Norms.
ED 216 481

Wilson, S. LaVernn
Positive Approach to Self-Awareness - Multicultural Awareness.
ED 216 783

Winter, Gene
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235

Witte, Stephen P.
The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5.
ED 216 395

Wohlfarth, H.
The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Wolfgang, Charles H.
Solving Discipline Problems: Strategies for Classroom Teachers.
ED 216 788//

Wood, Frank H., Ed.
Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490

Woodford, Protase E.
Proficiency Testing in Second Language Classrooms.
ED 216 550//

Woodsworth, Anne
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702

The Next Five Years for York University Libraries.
ED 216 703

Wright, Anne R.
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study.
ED 216 491

Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study.
ED 216 492

Wright, Wynn D.
Focus on the Kindergarten. Early Childhood Education Series 1.
ED 216 790

Wright, Wynn D., Ed.
A Cooking Curriculum.
ED 216 791

The Washington District School Volunteer Program.
ED 216 789

Wurster, Marion V.
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502

Yarger, Gwen P.
Teacher as Change Agent.
ED 217 013

Yeany, Russell H.
The Effects of Strategy Analysis on Science Teacher Behaviors: A Meta-Analysis.
ED 216 858

Yurchak, Mary Jane H.
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.
ED 216 507

Zagoren, Adelaide M., Comp.
Involving Alumni in Career Assistance Programs.
ED 216 616

Zaharias, Jane Ann
An Exploratory Investigation into the Nature of Literary Response.
ED 216 353

Zalesny, Mary D.
Human Needs and Faculty Motivation.
ED 216 602

Zellman, Gail L.
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Zentall, Sydney S.
Language and Activity of Hyperactive and Comparison Children During Listening Tasks.
ED 216 483

Ziegler, Henry P.
My Russian Program is Alive and Growing.
ED 216 540//

Ziembinski, Vera
Know Your Laws. Czechoslovakian.
ED 216 194

Zinn, Harlan K.
Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.
ED 216 293

Abt Associates, Inc., Cambridge, Mass.
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484

Administration for Children, Youth, and Families (DHEW), Washington, D.C.
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//

Administration on Aging (DHEW), Washington, D.C.
Empowering the Older Job Seeker: Experimental Evaluation of the Older Worker Job Club.
ED 216 279

Administration on Aging (DHEW), Washington, DC. Federal Council on the Aging.
Mental Health and the Elderly: Recommendations for Action. The Reports of the President's Commission on Mental Health: Task Panel on the Elderly and the Secretary's Committee on Mental Health and Illness of the Elderly.
ED 216 303
Public Policy and the Frail Elderly: A Staff Report.
ED 216 300

Administration on Aging (DHHS), Washington, D.C.
Effective Responses to the Crime Problem of Older Americans: A Handbook.
ED 216 170
Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.
ED 216 171
Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach.
ED 216 760
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181

Adult Education Association of U.S.A., Washington, D.C.
Ambrose Caliver: Adult Educator and Civil Servant.
ED 216 147
Better Boards and Committees. Leadership Pamphlet #14.
ED 216 228
Conducting Workshops and Institutes. Leadership Pamphlet #9.
ED 216 223
Conferences That Work. Leadership Pamphlet #11.
ED 216 225
Developing an Adult Education Program through Community Linkages. An Approach to Recruiting & Retraining Students, Securing Supportive Services, and Increasing Program Visibility, Prestige, and Revenues.
ED 216 148
Effective Public Relations. Leadership Pamphlet #13.
ED 216 227
The Fact-Finding Conference: What It Is, When to Use It, How to Plan and Conduct It. Adult Education Monographs: 1.
ED 216 149
Getting and Keeping Members. Leadership Pamphlet #12.
ED 216 226
How to Lead Discussions. Leadership Pamphlet #1.
ED 216 215
How to Teach Adults. Leadership Pamphlet #5.
ED 216 219
How to Use Role Playing and Other Tools for Learning. Leadership Pamphlet #6.
ED 216 220
Planning Better Programs. Leadership Pamphlet #2.
ED 216 216
Streamlining Parliamentary Procedure. Leadership Pamphlet #15.
ED 216 229
Supervision and Consultation. Leadership Pamphlet #7.
ED 216 221
Taking Action in the Community. Leadership Pamphlet #3.
ED 216 217
Training Group Leaders. Leadership Pamphlet #8.
ED 216 222
Training in Human Relations. Leadership Pamphlet #16.
ED 216 230
Understanding How Groups Work. Leadership Pamphlet #4.
ED 216 218
Working with Volunteers. Leadership Pamphlet #10.
ED 216 224

Aetna Life and Casualty, Hartford, Conn.
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project.
ED 217 088
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Development Communication Report. No. 37, March 1982.
ED 216 701
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.
ED 216 187

Akron Univ., Ohio.
Development of a Model Network of University/Community Team Leadership. Final Report.
ED 216 613

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210

Alaska State Commission on the Status of Women, Anchorage.
Women's Legal Rights in Alaska. Reprint.
ED 216 987

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
The Effect of Colour Psychodynamic Environment on the Psychophysiological and Behavioural Reactions of Severely Handicapped Children. Effects of Colour/Light Changes on Severely Handicapped Children.
ED 216 468

Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C.
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496

American Academy of Child Psychiatry, Washington, D.C.
Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.
ED 216 294

American Academy of Political and Social Science, Philadelphia, Pa.
New Directions in International Education.
ED 216 953//

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
Twelve Great Basketball Offenses.
ED 217 005

American Association for Higher Education, Washington, D.C.
Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.
ED 216 653
Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.
ED 216 668

American Association for the Advancement of Science, Washington, D.C.
Out of School Programs in Science.
ED 216 894

American Association for Vocational Instructional Materials, Athens, Ga.
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172

American Association of Univ. Administrators, Washington, D.C.
The Academic Dean.
ED 216 652

American Coll., Bryn Mawr, PA.
Adjunct Questions Effects and Experimental Constraints. Occasional Paper 1.
ED 216 312

American Council of Life Insurance, Washington, D.C.
A Population Profile: The 1980-s and Beyond. DataTrack 8.
ED 216 988

American Council on Education, Washington, D.C.
Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).
ED 216 583
Strategic Planning Techniques: Matching External Assessment with Internal Audit.
ED 216 654

American Council on the Teaching of Foreign Languages, New York, N.Y.
Foreign Language Week: A Successful Public Relations Model.
ED 216 532
Guide to Conducting a Language Immersion/Homestay Program.
ED 216 531

American Dental Association, Chicago, Ill.
Prevention and Control of Dental Disease through Improved Access to Comprehensive Care.
ED 216 30

American Foundation for the Blind, New York, N.Y.
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502

American Friends Service Committee, Philadelphia, PA. National Action/Research on the Military Industrial Complex.
Acceptable Risk? The Nuclear Age in the United States. Study/Action Guide and Companion to Study/Action Guide for Congregations and Religious Groups.
ED 216 980

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Evaluability Assessment of the Title II Basic Skills Improvement Program: Implications for State-Level Programs.
ED 217 082
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048

American Medical Association, Chicago, IL. Dept. of Allied Health Education and Accreditation.
Perspectives Regarding Allied Health Education & Occupations as Reported by Directors of Committee on Allied Health Education and Accreditation CAHEA-Accredited Programs.
ED 216 727

American Philosophical Association, Newark, Del.
The Role of Philosophy Programs in Higher Education.
ED 216 579

Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.
Asbestos: A Lingering Danger. AIO Red Paper #20.
ED 216 814
Copper: Its Environmental Impacts. AIO Red Paper #22.
ED 216 816
Radiation and Its Health Effects. AIO Red Paper #19.
ED 216 813
Timber Production and Its Environmental Impacts. AIO Red Paper #21.
ED 216 815
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.
ED 216 812

American Society for Engineering Education, Washington, D.C.
Insights into Engineering Education Administration.
ED 216 643

Appalachia Educational Lab., Charleston, W. Va.
Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1931). Occasional Paper 007.
ED 216 996

Appalachian Regional Commission, Washington, D.C.
Appalachian Regional Commission: 1981 Annual Report.
ED 216 853

Applied Social Research, Inc., Pacific Palisades, CA.
Improving Estimates of Achievement in Students with Limited English Proficiency.
ED 216 516

Arizona State Univ., Tempe. Center for Indian Education.
Native American Programs and Research: A Survey Report Conducted by Arizona State University.
ED 216 801

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
The Development of Programming Design Guides. Final Report.
ED 216 684
Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report.
ED 216 685
Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report.
ED 216 686

Arthur Vining Davis Foundations, Miami, Fla.
An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System.
ED 216 954

Association for Institutional Research.
Career Development in Institutional Research.
ED 216 610
Resource Allocation in U. K. Universities.
ED 216 612

Association for Supervision and Curriculum Development, Alexandria, Va.
Developing Basic Skills Programs in Secondary Schools.
ED 216 449

Association for the Study of Higher Education.
Directory of Higher Education Programs and Faculty. Third Edition.
ED 216 622
Instructional Resources Handbook for Higher Education.
ED 216 635

Association of American Colleges, Washington, D.C.
Liberal Learning and Professional Programs.
ED 216 650
Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).
ED 216 648

Association of American Colleges, Washington, DC. Center for General Education.
Reforming General Education: A Survey.
ED 216 655

Association of Teacher Educators, Reston, Va.
The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
ED 217 044

Association on Handicapped Student Service Programs in Postsecondary Education, Ames, IA.
The Accessible Institution of Higher Education: Opportunity, Challenge, and Response. National Conference (4th, Boston, Massachusetts, July 13-17, 1981).
ED 216 487
The Handicapped Student on College Campuses Advocacy, Responsibility, and Education. National Conference (3rd, Denver, Colorado, May 18-21, 1980).
ED 216 488

Atlanta Public Schools, Ga.
Results of the Admissions Testing Program for the Atlanta Public Schools' Seniors from 1975 to 1981.
ED 217 068

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
Results of the Georgia Statewide Testing Program for the Atlanta Public Schools, 1981.
ED 217 067

Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Placement Manual. A Systematic Approach. Revised. Bulletin 1982, No. 4.
ED 216 210

Australian Conference of Principals of Colleges of Advanced Education, Branddon.
The Administrative Tasks and Professional Development Needs of Heads of Academic Departments.
ED 216 617

Australian Council for Educational Research, Hawthorn.
Early Identification and Intervention: A Handbook for Teachers and School Counsellors. Australian Council for Educational Research (ACER) Early School Series.
ED 217 050
Perceptions of the Quality of School Life: A Case Study of Schools and Students.
ED 216 429

Australian Education Research and Development Committee, Canberra.
Perceptions of the Quality of School Life: A Case Study of Schools and Students.
ED 216 429

Australian Schools Commission, Canberra.
A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties.
ED 216 501

Bakersfield Coll., Calif.
Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.
ED 216 734

Bethlehem Area School District, Pa.
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903
Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901
Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902

B'nai B'rith, New York, N.Y. Anti-Defamation League.
The Holocaust in Books and Films. A Selected, Annotated List.
ED 217 115

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336
Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.
ED 216 335
A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.
ED 216 334

Boulder Child Care Support Center, CO.
Industry and Child Care Resource Bank. Alphabetical Title Bibliography.
ED 216 774

Boys Town Center for The Study of Youth Development, Neb.
Youth Helping Youth: A Directed Group Experience for Abused Adolescents.
ED 216 262

Bronx Community Coll., N.Y.
Can ESL English as a Second Language Students Survive in College?
ED 216 719
Locus of Control and Its Antecedent Correlates among Hi-Ach and Low-Ach College Discovery Students.
ED 216 718

Broward Community Coll., Fort Lauderdale, Fla.
Report on International Education Program at Broward Community College.
ED 216 731

Broward County School Board, Fort Lauderdale, FL. Superintendent's Commission on Public Education.
SCOPE Plan for Excellence. A Citizens' Report and Recommendations for the Broward County School System.
ED 216 430
SCOPE Plan for Excellence. Final Recommendations as Amended and Approved by the School Board of Broward County, Florida.
ED 216 431

Brown Univ., Providence, R.I.
The Economic Impact of Brown University on the City of Providence and on the State of Rhode Island. 1979-80 .
ED 216 618

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).
ED 216 486
Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report.
ED 216 507
Project Optimus/Outreach: End of Year Progress Report.
ED 216 504
Special Project: Leisure and Recreation Independence for the Blind and Visually Handicapped: In-Service Training for Community and School Personnel to Facilitate Mainstreaming in the Least Restrictive Environment.
ED 216 502
A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report.
ED 216 467

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Educating Hard of Hearing Children. Special Education in Transition 2.
ED 216 496
Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.
ED 216 490

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473
Project CODE: Career and Life Planning. Teacher Manual.
ED 216 475

Bureau of Elementary and Secondary Education (ED), Washington, D.C.
Una Visita al Viejo San Juan (A Visit to Old San Juan).
ED 216 803

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.
Teaching Guide for Reading & Language Skills & Bibliography of Indian Materials.
ED 216 806

Bureau of Labor Statistics (DOL), Washington, D.C.
Youth Unemployment: An International Perspective.
ED 216 199

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980).
ED 216 151

Bureau of the Census (DOC), Suitland, MD. Center for Social Science Research.
An Evaluation of the Use of Job Aids in 1980 Decennial Census Training.
ED 216 188

Bush Foundation, St. Paul, Minn.
The Hmong in America Their Cultural Continuities and Discontinuities.
ED 217 105

California Community Colleges, Sacramento. Office of the Chancellor.
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

California State Dept. of Education, Sacramento.
Annual Report on Publicly Subsidized Child Care Services. Part I: Child Development Programs, 1979-80. Executive Summary.
ED 216 779
Annual Report on Publicly Subsidized Child Care Services. Part II: State Preschool Program, 1979-80. Executive Summary.
ED 216 781
Arts for the Gifted and Talented: Grades One Through Six.
ED [illegible] 480

California State Dept. of Education, Sacramento. Div. of Adult and Community Education.
TELL. Techniques for Effective Language Learning in English as a Second Language.
ED 216 094

California State Dept. of Education, Sacramento. Div. of Special Education.
Handicapped Infant and Preschool Children: Program Guidelines.
ED 216 479

California State Dept. of Housing and Community Development, Sacramento.
Annual Demographic Data for Migrant Family Housing Centers: 1980 Harvest Season.
ED 216 839

California State Postsecondary Education Commission, Sacramento.
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Report to the Governor and the Legislature in Response to Assembly Concurrent Resolution 81 and Responses to the Commission's Report .
ED 216 725

California State Univ., Northridge. Preschool Lab.
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981.
ED 216 769

California Univ., Berkeley. Cooperative Extension Service.
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications.
ED 216 832

California Univ., Berkeley. Office of Student Affairs Research.
High Schools Today: Overview and Implications for the University of California, Berkeley.
ED 216 642

California Univ., Davis. Office of Student Affairs Research and Information.
Ethnic Minority Graduates of 1973 Through 1979: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.
ED 216 666

California Univ., Irvine. Graduate School of Administration.
Camelot Revisited: Public Administration Education in a Generic School. Management Research Program.
ED 216 461

California Univ., Irvine. Public Policy Research Organization.
Camelot Revisited: Public Administration Education in a Generic School. Management Research Program.
ED 216 461

California Univ., Los Angeles. Center for the Study of Evaluation.
Bias in the Writing of Prose and Its Appraisal.
ED 217 073
Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.
ED 217 074
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076
Detection of Item Bias Using Analyses of Response Patterns.
ED 217 077

California Univ., Los Angeles. Lab. for Research on Higher Education.
The American Freshman: National Norms for Fall 1981.
ED 216 606

Canadian Society for the Study of Higher Education.
Research on Postsecondary Education in Canada: A Review for the Canadian Society for the Study of Higher Education and the Social Sciences and Humanities Research Council of Canada.
ED 216 651

Center for Applied Linguistics, Washington, D.C.
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978).
ED 216 554
Composing and Coherence. The Writing of Eleven Pre-Medical Students. Linguistics and Literacy Series: 3.
ED 216 553
Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
The Afghani. Fact Sheet Series #5.
ED 216 519
The Armenians. Fact Sheet Series #6.
ED 216 520
Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series #12. Refugee Education Guide.
ED 216 521

Center for Responsive Governance, Washington, DC.
Citizen Participation: Models and Methods of Evaluation. Working Paper Series.
ED 216 455

Central Ohio Special Education Regional Resource Center, Columbus. Ohio Resource Center for Low Incidence and Severely Handicapped.
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Central Union for Child Welfare in Finland, Lahti.
Family Relations and the Process of Differentiation. Publication 56.
ED 216 765

Charles F. Kettering Foundation, Dayton, Ohio.
The Japanese Form of Management: Will It Work in American High Schools?
ED 216 453

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.
ED 217 010

Childbirth Education Association, Monongahela, PA.
A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786

Child Welfare League of America, Inc., New York, N.Y.
Annual Salary Study and Survey of Selected Personnel Issues, 1982: A Report on Administrative and Professional Staff and Salaries in Voluntary CWLA Member Agencies as of January 1, 1982.
ED 216 775//
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780//

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
The Legal and Economic Status of Collective Bargaining in Higher Education. Proceedings of the Annual Conference (9th, April 1981).
ED 216 620

City Univ. of New York, N.Y. Hunter Coll.
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 464
The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 466
Reciprocity and Affection: Past Influences on Current Caregiving.
ED 216 253
Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 465
Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences.
ED 216 252

College Entrance Examination Board, New York, N.Y.
Student Self-Selection and Test Repetition.
ED 217 065

College Entrance Examination Board, Washington, D.C.
Income Maintenance Programs and College Opportunity.
ED 216 621

College of Marin, Kentfield, Calif.
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

College of the Mainland, Texas City, Tex.
A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.
ED 216 745

Colorado Springs Public Schools, Colo.
Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex.
ED 216 757

Colorado Univ., Boulder.
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909

Colorado Univ., Boulder. School of Education.
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885

Commission on Civil Rights, Washington, D.C.
Affirmative Action in the 1980s: Dismantling the Process of Discrimination. Clearinghouse Publication 70.
ED 217 101
Confronting Racial Isolation in Miami.
ED 217 116
Providing Services to the Minority Elderly: New Programs, Old Problems. Executive Summary.
ED 216 299

Committee on Institutional Cooperation.
Development and Experiment in College Teaching, No. 16.
ED 216 609

Community Services Administration, Washington, D.C.
Analysis of Potential Affect of The Green Pages Concept for Telephone Directories.
ED 216 670

Conejo Valley Unified School District, CA. Office of Research, Planning and Assessment.
Conejo Valley Unified School District Master Plan for an Educational Results Information System.
ED 217 055

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Hearings on Reauthorization of the Vocational Education Act of 1963. Part 10: Vocational Education Data System. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress. First Session (December 10, 1981).
ED 216 214
Teacher Preparation: Problems and Prospects. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives. Ninety-Seventh Congress, First Session (September 9-10, 1981).
ED 217 019

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
School Desegregation. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, First Session (September 17, 21, 23, October 7, 14, 19, 21, 29, November 4 and 19, 1981). Serial No. 26.
ED 217 093
School Desegregation. Report of the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Seventh Congress, Second Session (Together with Supplemental Views).
ED 217 094

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
H.R. 1400 The Veterans' Educational Assistance Act of 1981. Hearings Before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, Ninety-Seventh Congress, First Session (March 24 and 25, 1981). Volume II.
ED 216 582

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Physical and Financial Abuse of the Elderly. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress First Session (San Francisco, Calif.)
ED 216 2[illegible]5

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
The Family Support System: Comparative Analysis of Research Projects Funded by the Administration on Aging.
ED 216 275

Connecticut State Dept. of Education, Hartford.
Teresita and Carlitos.
ED 216 804

Connecticut State Migratory Children's Program, New Haven.
Eventos de Abril (April Events).
ED 216 842
Eventos de Marzo (March Events).
ED 216 802
Teresita and Carlitos.
ED 216 804

Connecticut Univ., Storrs.
Crosscultural Communication: The Hispanic Community of Connecticut. A Human Services Staff Development Training Manual. A TITLE XX Project.
ED 217 088

Connecticut Univ., Storrs. School of Social Work.
The Challenge of Partnership: Working with Parents of Children in Foster Care.
ED 216 780/

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
Asian Studies: A Catalogue of Asian Resources in Connecticut. Area Studies Resources Guides, Number One.
ED 216 962
Chinese Education: Old and New, Radical and Reformed. World Education Monograph Series, Number Two.
ED 216 960

Conflict Resolution and Peace Studies: An Annotated Bibliography. Ethnic Studies Bulletin, Number Nine. ED 216 965

The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition. ED 217 108

Middle East Studies: A Catalogue of Middle East Studies Resources In or Near Connecticut. Area Studies Resource Guides, Number Two. ED 216 963

Multicultural Education: A Need for Philosophical Perspective. World Education Monograph Series, Number Three. ED 216 961

Philosophical Phenomenology: A Methodology for Holistic Educational Research. Multicultural Research Guides Series, Number Four. ED 216 964

Studies of Cultural Pluralism by Connecticut High School Students. The Peoples of Connecticut Multicultural Ethnic Heritage Series. ED 216 966

Using Oral History in Educational Studies. Multicultural Research Guides Series, Number One. ED 216 967

Council for Exceptional Children, Reston, Va.
Educating Hard of Hearing Children. Special Education in Transition 2. ED 216 496

Council for the Advancement and Support of Education, Washington, D.C.
Involving Alumni in Career Assistance Programs. ED 216 616

Council on Social Work Education, New York, N.Y.
Continuing Social Work Education Provision: Trends and Future Developments. ED 216 599

Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts. ED 216 592

Creative Associates, Inc., Washington, D.C.
The Relationship of Classificatory Behavior in Fourth Grade Students to Performance in a Science Education Program at a Museum. ED 216 871

Creative Learning, Inc., Washington, DC.
Shaping Teacher Expectations for Minority Girls. A Teacher Training Module. ED 217 100

Dare County Board of Education, Manteo, N.C.
Navigation - Project CAPE Teaching Module. ED 216 906

Denver Univ., CO. Center for Mass Communications Research and Policy.
Media Campaigns and Crime Prevention: An Executive Summary. ED 216 352

Department of Agriculture, Washington, D.C.
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program. ED 216 457

Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach. ED 217 053

Department of Education, Washington, D.C.
Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3. ED 216 497

The American Freshman: National Norms for Fall 1981. ED 216 606

Arts for the Gifted and Talented: Grades One Through Six. ED 216 480

Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District. ED 217 102

The Education of Hispanics. Proceedings Midwest Conference (Chicago, Illinois, May 22-24, 1980). ED 216 836

Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)). ED 216 469

Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100. ED 217 091

TELL. Techniques for Effective Language Learning in English as a Second Language. ED 216 094

Work Options: A Guide for Community Colleges Regarding the Recruitment, Retention and Job Placement of Men and Women in Occupations Not Traditional for Their Sex. ED 216 757

Department of Education, Washington, DC. Basic Skills Improvement Program.
Developing Basic Skills Programs in Secondary Schools. ED 216 449

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Maintenance of Effort Provisions: An Instrument of Federalism in Education. ED 216 424

Manpower-Education Coordination: Two Decades of Frustration. Report #4. ED 216 156

Department of Education, Washington, D.C. Teacher Corps.
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington. ED 217 027

Department of Energy, Washington, D.C.
Occupational Employment in Nuclear-Related Activities, 1981. ED 216 141

Solar Energy Task Force Report: Technical Training Guidelines. ED 216 705

Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula. ED 216 907

Department of Health, Education, and Welfare, Washington, D.C.
Establishing a Telephone Conferencing System: The Dynamics of Doing It. ED 216 676

Department of Housing and Urban Development, Washington, D.C.
Housing the Elderly: Alternative Approaches. Reprint. ED 216 298

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981. ED 216 808

Department of Justice, Washington, D.C. Civil Rights Div.
Justice Department Policies on Equal Employment and Affirmative Action. ED 217 109

Department of Justice, Washington, D.C. National Inst. of Justice.
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort. ED 216 271

Media Campaigns and Crime Prevention: An Executive Summary. ED 216 352

Dependents Schools (DOD), Washington, D.C.
Pupil Personnel Services: Material Review List Recommendations. ED 216 291

Pupil Personnel Services: Statement of Functions. ED 216 292

Des Moines Area Community Coll., Ankeny, Iowa.
Planning for College Success. ED 216 706

Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.
Career Planning for Minority Women. Facilitator's Manual. ED 216 247

Management Basics for Minority Women. Facilitator's Manual. ED 216 246

Minority Women's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual. ED 216 245

East Texas State Univ., Commerce. Center for Community Coll. Education.
Management by Objectives in Public Two-Year Post Secondary Institutions in the North Central Accreditation Region. ED 216 748

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide. ED 216 176

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition. ED 216 179

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide. ED 216 178

Office Duplication Practices. Teacher's Handbook. First Edition. ED 216 175

Personal Development for Cooperative Part-Time Training. Coordinator's Guide. ED 216 177

Practicas de Oficina Para Duplicados. Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition. ED 216 173

Practicas de Oficina Para Duplicados. Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition. ED 216 174

Economic Development Administration (DOC), Washington, D.C.
We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments. ED 216 812

Edison State Community Coll., Piqua, OH.
Community Pre-Retirement Training Program: Final Report and Statistical Summary. ED 216 755

Retirement Planning Program. ED 216 754

Educational Products Information Exchange Inst., Stony Brook, N.Y.
Affecting the System through Productive Evaluation. ED 217 071

Educational Resources Information Center (ED), Washington, D.C.
Resources in Education (RIE). Volume 17, Number 10. ED 216 092

Educational Service District 121, Seattle, Wash.
Early Childhood Education Study: Washington's Three and Four Year Olds. ED 216 798

Educational System Planning, Inc., Woodland, CA.
The Aide in Indian Programs. ED 216 844

Handbook for Indian Parent Committees. ED 216 843

Indian Education: A Manual for Program Management. ED 216 845

Educational Testing Service, Princeton, N.J.
Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science. ED 216 869

Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide. ED 216 266

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook. ED 216 265

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide. ED 216 267

Student Self-Selection and Test Repetition. ED 217 065

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Investigations in Science Education. Volume 8, Number 2. ED 216 891

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Guide to Selected Ethnic Heritage Materials: 1974-1980. ED 216 949

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Alternative Programs for Disruptive Youth. ED 216 495

School Based Staff Support Teams: A Blueprint for Action. ED 216 498

ERIC Clearinghouse on Higher Education, Washington, D.C.
The Academic Dean. ED 216 652

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981. ED 216 653

Directory of Higher Education Programs and Faculty. Third Edition. ED 216 622

Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents. ED 216 668

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2. ED 216 680

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981). ED 216 533

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Teacher Education and Global Perspectives. Current Issues. ED 216 993

Extension Service (DOA), Washington, D.C.
Resources of Recent Migrants to Rural Areas for Economic Development: Policy Implications. ED 216 832

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers. ED 217 010

Responding to Teachers' Concerns with Qualitative Inquiry. ED 217 016

A Study of Academic Learning Time of Mainstreamed Learning Disabled Students. Final Report. ED 216 467

Far West Teacher Corps Network, Bellingham, Wash.
Teacher Corps Networking: Purpose and Potential. A Position Paper. ED 217 033

Flagler County District School Board, Bunnell, FL.
Know Your Laws. ED 216 189

Know Your Laws. Czechoslovakian. ED 216 194

Know Your Laws. French. ED 216 190

Know Your Laws. German. ED 216 192

Know Your Laws. Italian. ED 216 195

Know Your Laws. Polish. ED 216 191

Know Your Laws. Spanish. ED 216 193

Florida International Univ., Miami.
An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System. ED 216 954

Florida State Dept. of Education, Tallahassee.
Consumer Law-Related Education Materials (Grades 4-7). Hardee County. ED 216 951

Consumer Law-Related Education Materials (Grades 4-7). Highlands County. ED 216 950

Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
Know Your Laws. ED 216 189

Know Your Laws. Czechoslovakian. ED 216 194

Know Your Laws. French. ED 216 190

Know Your Laws. German. ED 216 192

Know Your Laws. Italian. ED 216 195

Know Your Laws. Polish. ED 216 191

Know Your Laws. Spanish. ED 216 193

Florida State Dept. of Education, Tallahassee. Law Education Program.
Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County. ED 216 989

Florida Univ., Gainesville. P. K. Yonge Lab. School.
The Aviology Concept Program. Resource Monograph #21. Revised. ED 216 873

Food and Nutrition Service (DOA), Washington, D.C.
Establishing Nutritious Food Practices in Early Childhood. Final Report, September, 1979 - September, 1981. ED 216 769

Ford Foundation, New York, N.Y.
Income Maintenance Programs and College Opportunity. ED 216 621

The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education. ED 216 584

Franklin County Board of Education, Columbus, Ohio.
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide. ED 216 237

Project INTERACT: An Interagency Linkage System between Education and Rehabilitation. ED 216 236

A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation. ED 216 238

The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report. ED 216 239

Fraser Valley Coll., Chilliwack (British Columbia).
Report of the Task Force on the Academic Program. ED 216 726

Fund for Advancement of Camping, Chicago, IL.
Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper. ED 216 851

Group Experience: The Essence of Camping. An Occasional Paper. ED 216 849

Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper. ED 216 850

Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper. ED 216 848

Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper. ED 216 847

Year-Round Camping Through Adventure Education Programs. An Occasional Paper. ED 216 846

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981. ED 216 737

Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project. ED 216 600

The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5. ED 216 395

General Accounting Office, Washington, D.C.
Labor Market Problems of Teenagers Result Largely from Doing Poorly in School. Report to the Honorable Charles B. Rangel, United States House of Representatives, by the U.S. General Accounting Office. ED 216 212

What Can Be Done to Improve Nutrition Education Efforts in the Schools? Report to the Secretary of Agriculture by the U.S. General Accounting Office. ED 216 794

George Washington Univ., Washington, D.C. Center for Museum Education.
Museum School Partnerships: Plans and Programs. Sourcebook #4. ED 216 945

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286. ED 216 282

Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
Appliance Repair. Post Secondary Curriculum Guide. ED 216 109

Auto Body. Post Secondary Curriculum Guide. ED 216 104

Auto Body. Secondary Curriculum Guide. ED 216 103

Auto Mechanics. Post Secondary Curriculum Guide. ED 216 110

Aviation Mechanics. Post Secondary Curriculum Guide. ED 216 111

Barbering. Post Secondary Curriculum Guide. ED 216 112

Civil Technology. Surveying. Post Secondary Curriculum Guide. ED 216 114

Cosmetology. Post Secondary Curriculum Guide. ED 216 106

Cosmetology. Secondary Curriculum Guide. ED 216 105

Dental Assistant. Post Secondary Curriculum Guide. ED 216 115

Diesel Mechanics. Post Secondary Curriculum Guide. ED 216 126

Drafting/Design Technology. Post Secondary Curriculum Guide. ED 216 116

Electrical Technology. Post Secondary Curriculum Guide. ED 216 117

Electromechanical Technology. Post Secondary Curriculum Guide. ED 216 118

Electronic Technology. Post Secondary Curriculum Guide. ED 216 119

Food Service. Secondary Curriculum Guide. ED 216 [illegible]7

Industrial Electricity. Post Secondary Curriculum Guide. ED 216 120

Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide. ED 216 122

Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide. ED 216 123

Industrial Maintenance, Volume III. Post Secondary Curriculum Guide. ED 216 124

Industrial Maintenance, Volume I. Post Secondary Curriculum Guide. ED 216 121

Instrumentation Technology, Volume I. Postsecondary Curriculum Guide. ED 216 125

Machine Shop. Post Secondary Curriculum Guide. ED 216 127

Mechanical Technology. Post Secondary Curriculum Guide. ED 216 129

Medical Lab Technician. Post Secondary Curriculum Guide. ED 216 130

Medical Office Assistant. Post Secondary Curriculum Guide. ED 216 131

Metals Cluster. Secondary Curriculum Guide. ED 216 101

Nurse Aide. Post Secondary Curriculum Guide. ED 216 132

Operating Room Technology. Post Secondary Curriculum Guide. ED 216 133

Ornamental Horticulture. Post Secondary Curriculum Guide. ED 216 134

Radio and TV Repair. Post Secondary Curriculum Guide. ED 216 136

Small Engine Repair. Secondary Curriculum Guide. ED 216 102

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Carpentry/Cabinet Making. Post Secondary Curriculum Guide. ED 216 113

Commercial Art. Secondary Curriculum Guide. ED 216 096

Construction Cluster. Secondary Curriculum Guide. ED 216 097

Electronics Cluster. Secondary Curriculum Guide. ED 216 098

Food Service. Post Secondary Curriculum Guide. ED 216 108

Graphic Arts. Secondary Curriculum Guide. ED 216 099

Health Occupations Cluster. Secondary Curriculum Guide. ED 216 100

Masonry. Post Secondary Curriculum Guide. ED 216 128

Practical Nursing. Post Secondary Curriculum Guide. ED 216 135

Radiological Technology. Secondary Curriculum Guide. ED 216 137

Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide. ED 216 138

Small Engine Mechanics. Post Secondary Curriculum Guide. ED 216 139

Welding. Post Secondary Curriculum Guide. ED 216 140

Georgia Univ., Athens. Div. of Vocational Education.
Appliance Repair. Post Secondary Curriculum Guide. ED 216 109

Auto Body. Post Secondary Curriculum Guide. ED 216 104

Auto Body. Secondary Curriculum Guide. ED 216 103

Auto Mechanics. Post Secondary Curriculum Guide. ED 216 110

Aviation Mechanics. Post Secondary Curriculum Guide. ED 216 111

Barbering. Post Secondary Curriculum Guide. ED 216 112

Carpentry/Cabinet Making. Post Secondary Curriculum Guide. ED 216 113

Civil Technology. Surveying. Post Secondary Curriculum Guide. ED 216 114

Commercial Art. Secondary Curriculum Guide. ED 216 096

Construction Cluster. Secondary Curriculum Guide. ED 216 097

Cosmetology. Post Secondary Curriculum Guide. ED 216 106

Cosmetology. Secondary Curriculum Guide. ED 216 105

Dental Assistant. Post Secondary Curriculum Guide. ED 216 115

Diesel Mechanics. Post Secondary Curriculum Guide. ED 216 126

Drafting/Design Technology. Post Secondary Curriculum Guide. ED 216 116

Electrical Technology. Post Secondary Curriculum Guide. ED 216 117

Electromechanical Technology. Post Secondary Curriculum Guide. ED 216 118

Electronics Cluster. Secondary Curriculum Guide. ED 216 098

Electronic Technology. Post Secondary Curriculum Guide. ED 216 119

Food Service. Post Secondary Curriculum Guide. ED 216 108

Food Service. Secondary Curriculum Guide. ED 216 107

Graphic Arts. Secondary Curriculum Guide. ED 216 099

Health Occupations Cluster. Secondary Curriculum Guide. ED 216 100

Industrial Electricity. Post Secondary Curriculum Guide. ED 216 120

Industrial Maintenance, Volume II-A. Post Secondary Curriculum Guide. ED 216 122

Industrial Maintenance, Volume II-B. Post Secondary Curriculum Guide. ED 216 123

Industrial Maintenance, Volume III. Post Secondary Curriculum Guide. ED 216 124

Industrial Maintenance, Volume I. Post Secondary Curriculum Guide. ED 216 121

Instrumentation Technology, Volume I. Postsecondary Curriculum Guide. ED 216 125

Machine Shop. Post Secondary Curriculum Guide. ED 216 127

Masonry. Post Secondary Curriculum Guide. ED 216 128

Mechanical Technology. Post Secondary Curriculum Guide. ED 216 129

Medical Lab Technician. Post Secondary Curriculum Guide. ED 216 130

Medical Office Assistant. Post Secondary Curriculum Guide. ED 216 131

Metals Cluster. Secondary Curriculum Guide. ED 216 101

Nurse Aide. Post Secondary Curriculum Guide. ED 216 132

Operating Room Technology. Post Secondary Curriculum Guide. ED 216 133

Ornamental Horticulture. Post Secondary Curriculum Guide. ED 216 134

Practical Nursing. Post Secondary Curriculum Guide. ED 216 135

Radio and TV Repair. Post Secondary Curriculum Guide. ED 216 136

Radiological Technology. Secondary Curriculum Guide. ED 216 137

Refrigeration, Heating & Air Conditioning. Post Secondary Curriculum Guide. ED 216 138

Small Engine Mechanics. Post Secondary Curriculum Guide. ED 216 139

Small Engine Repair. Secondary Curriculum Guide. ED 216 102

Welding. Post Secondary Curriculum Guide. ED 216 140

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
Developing Proactive Action, Student Awareness About, and Need for Global Environmental Stewardship: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula. ED 216 905

Governor's Blue Ribbon Commission on Higher Education and the Economy of Connecticut, Inc., Hartford.
Report of the Governor's Commission on Higher Education and the Economy, January 1982. ED 216 623

Grossmont Union High School District, Calif.
TELL. Techniques for Effective Language Learning in English as a Second Language. ED 216 094

Hamden-New Haven Cooperative Education Center, Conn.
Eventos de Abril (April Events). ED 216 842

Eventos de Marzo (March Events). ED 216 802

Una Visita al Viejo San Juan (A Visit to Old San Juan). ED 216 803

Harvard Univ., Cambridge, Mass. Center for Law and Education.
Annotated Bibliography. Conference Materials: Strategy Conference on Education and the Economy (Washington, D.C., September 22-24, 1981). ED 216 460

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
Third Annual Employer Satisfaction Survey. ED 216 710

Head Start Child Development Corp., Omaha, NE.
Single Mother's Resource Handbook. ED 216 785

Health Care Financing Administration (DHEW), Washington, D.C.
Reciprocity and Affection: Past Influences on Current Caregiving. ED 216 253

Sons and Daughters as Caregivers to Older Parents: Differences in Role Performance and Consequences. ED 216 252

Higher Education Research and Development Society of Australasia, Sydney. (Australia).
Bringing Computers into College and University Teaching. Papers Presented at a Symposium Held under the Auspices of the Higher Education Research and Development Society of Australasia (Canberra, Australia, November 19, 1980). ED 216 678

Hiroshima Univ. (Japan). Research Inst. for Higher Education.
The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education. ED 216 584

Horace Mann Learning Center (ED), Washington, DC.
What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981). ED 216 452

Human Resources Research Organization, Alexandria, Va.
The Development of Programming Design Guides. Final Report. ED 216 684

The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report. ED 216 990

Programming Design Guide for Computer Implementation of Job Aid for Selecting Instructional Setting. Final Report. ED 216 685

Supplemental Guide: Sources of Information for On-Line Implementation for ISD I.5 Select Instructional Setting. Final Report. ED 216 686

Huron Inst., Cambridge, Mass.
The Huron Study of the Quality of Educational Services Provided to Handicapped Children from the Perspective of the Child, the Family, and School Personnel. Final Report. ED 216 507

The Politics of Federal Vocational Educational Legislation: 1963-1976. ED 216 093

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.
Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

Idaho State Dept. of Health and Welfare, Boise. Div. of Consumer and Health Education.
Physical Education. A Program For All Seasons. Grades 7-12. ED 217 018

Illinois Community Coll. Trustees Association, Springfield.
As Others See Us: A Sampler of Newspaper Stories about Illinois Community Colleges. ED 216 764

Illinois State Board of Education, Springfield.
Plunge into the Fun World of Local Production. Media Production for the Classroom Teacher. ED 216 675

Staffing Your Library/Media Center. ED 216 677

Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981. ED 216 142

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress. ED 216 321

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project. ED 217 031

Illinois Univ., Urbana. Center for the Study of Reading.
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240. ED 216 336

Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241. ED 216 335

A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33. ED 216 334

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9. ED 216 164

Indiana Univ., Bloomington.
Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women. ED 216 232

Institute for Services to Education, Inc., Washington, D.C.
Entry Level Skills Program Implementation Guide. ED 216 588

Progress Report on ELSP Program, 1979-80. ED 216 589

Institute for World Order, New York, N.Y.
Nuclear Strategy and World Order: The United States Imperative. ED 216 952

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.
Establishing a Telephone Conferencing System: The Dynamics of Doing It. ED 216 676

InterAmerica Research Associates, Rosslyn, Va.

Assessing Successful Strategies in Bilingual Vocational Training Programs.

ED 216 182

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.

ED 216 530

International Center for Research on Women, Washington, D.C.

Keeping Women Out: A Structural Analysis of Women's Employment in Developing Countries.

ED 216 187

International Council for Adult Education, Toronto (Ontario).

Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.

ED 216 682

International Federation of Library Associations, The Hague (Netherlands).

International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division, ROTNAC Section (47th, Leipzig, East Germany, August 17-22, 1981).

ED 216 672

Iowa State Univ. of Science and Technology, Ames.

Measurement and Analysis of Logical Thinking. Final Technical Report.

ED 216 863

Iowa State Univ. Research Foundation, Inc., Ames.

Impact of the Neighborhood Senior Center on the Black Elderly: A Comparative Study.

ED 216 272

Iowa Testing Programs, Iowa City.

The Standard Errors of the Feldt-Gilmer Congeneric Reliability Coefficients: Iowa Testing Programs Occasional Papers. Number 31.

ED 217 083

Iowa Univ., Iowa City. Science Education Center.

Issues in Physics Education in Historical and Contemporary Perspective. Technical Report #24.

ED 216 857

Johnson Foundation, Inc., Racine, Wis.

China's Schools in Flux. Wingspread Brief.

ED 216 983

Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).

ED 216 984

Uprooted Children, Migrants and Refugees: The Role of Nongovernmental Organizations.

ED 216 793

Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).

ED 216 648

Johnson O'Connor Research Foundation, Boston, MA.

Aptitudes and Length of Education. Technical Report 1981-7.

ED 217 059

Changes in English Vocabulary Scores, 1979-81, by Age and Region. Technical Report 1981-6.

ED 217 058

Joint Council on Economic Education, New York, N.Y.

Research on Teaching College Economics: Selected Readings.

ED 216 992

Joliet Junior Coll., Ill.

Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.

ED 216 142

J W K International Corp., Annandale, Va.

Administrator's Handbook on Integrating America's Mildly Handicapped Students. Special Education in Transition 3.

ED 216 497

Kansas State Dept. of Education, Topeka.

Kansas State Implementation Grant. Year End Report. ((September 1, 1980 Through August 31, 1981)).

ED 216 469

Kansas State Univ., Manhattan.

ORES - Objective Referenced Evaluation in Science.

ED 216 876

Kellogg Foundation, Battle Creek, Mich.

Development of a Model Network of University/Community Team Leadership. Final Report.

ED 216 613

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.

Identifying Potential Dropouts: A Research Report.

ED 216 304

K. N. Associates, Wyomissing, PA.

Handbook for Women in Transition. Book II Being a Positive Person.

ED 216 146

Handbook for Women in Transition. Book I Job Hunting Skills.

ED 216 145

La Guardia Community Coll., Long Island City, N.Y.

Learning from Experience. A Handbook for Adult Women Students.

ED 216 233

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.

ED 216 155

Lane Community Coll., Eugene, Oreg.

Ten-Year Student Enrollment Characteristics: Fall Terms 1971-72 through 1980-81.

ED 216 759

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Methodologie de la classe de conversation: Vers un enseignement de la competence a communiquer. (Methodology of the Conversation Class: Toward Education in Communicative Competence).

ED 216 513

Teacher Job Satisfaction and Modern Language Curricular Variables in Alberta.

ED 216 514

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Evaluation of Cassette Braille.

ED 216 681

Lilly (Eli) and Co., Indianapolis, Ind.

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System.

ED 216 954

Lincoln Public Schools, Nebr.

Handbook for Caregivers: And Away We Go!

ED 216 792

Lincoln Head Start Career Development Plan. Revised Edition.

ED 216 770

Lingle (Bowman C.) Testamentary Trust, Chicago, IL.

Alternatives for Youth-At-Risk: Outdoor Experiences for a Special Population. An Occasional Paper.

ED 216 851

Group Experience: The Essence of Camping. An Occasional Paper.

ED 216 849

Interpreting Camp to Parents: A Better Way to Observe Record Report. An Occasional Paper.

ED 216 850

Tuition Rate Setting for Organized Camps: An Economic Analysis. An Occasional Paper.

ED 216 848

Uncertain Outposts: The Future of Camping and the Challenge of Its Past. An Occasional Paper.

ED 216 847

Year-Round Camping Through Adventure Education Programs. An Occasional Paper.

ED 216 846

Linguistic Society of America, Washington, D.C.

Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981).

ED 216 533

Lodi School District, WI.

An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.

ED 216 755

Los Angeles City Coll., Calif.

The Fall 1981 LACC Los Angeles City College College Placement Examination. Research Study #82-4.

ED 216 750

Los Angeles Community Coll. District, Calif. Educational Services Div.

Meeting Technical Education Needs: An Industry-Responsive Model. A Supplement.

ED 216 721

Los Angeles County Superintendent of Schools, Calif.

Case Studies in Enhanced Communication via the Educational Program Audit Dress Rehearsal: Or How a New K.I.S.S.S.-ing'' Approach to Auditor Communication Helps Three Programs Succeed.

ED 217 056

Lyndon Baines Johnson Foundation, Austin, Tex.

The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.

ED 216 434

Maryland Univ., College Park. Counseling Center.

Dimensions Underlying the Characteristics and Needs of Returning Women Students.

ED 216 597

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Information Prosthetics for the Handicapped. Final Report.

ED 216 500

McGill Univ., Montreal (Quebec). Faculty of Education.

Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.

ED 216 163

Mercer County Office on Aging, Trenton, NJ.

K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.

ED 216 976

Miami-Dade Community Coll., Fla.

Legislative Influence on Curriculum: A Case Study of the State of Florida's Problems.

ED 216 756

Michigan State Dept. of Commerce, Lansing.

Solar Spots - Activities to Introduce Solar Energy into the K-8 Curricula.

ED 216 907

Michigan State Dept. of Education, Lansing. Bilingual Education Office.

Bilingual Education: Parents and Community Awareness Training Manual.

ED 216 841

Michigan State Univ., East Lansing.

The Michigan State University Alcohol Education Project for Resident Students.

ED 216 574

Michigan State Univ., East Lansing. Cooperative Extension Service.

Resources for the Family Day Care Provider.

ED 216 778

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Development and Experiment in College Teaching, No. 16.

ED 216 609

Ministry of Education, Quebec (Canada).

Developing Student Discipline Models for Vocational Classroom Usage: A Theoretical Basis.

ED 216 163

Ministry of Education, Tokyo (Japan).

The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.

ED 216 584

Minneapolis Community Coll., Minn.

Comparison of Two Methods of Teaching Fundamentals of Written English and Subsequent Success in College Composition Courses at Minneapolis Community College.

ED 216 720

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Punishment and Aversive Stimulation in Special Education: Legal, Theoretical and Practical Issues in Their Use with Emotionally Disturbed Children and Youth.

ED 216 490

Minnesota Univ., Minneapolis. General Coll.

The 1980-1981 General College Retention Program, Final Report.

ED 216 595

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.

ED 217 046

Teacher Opinions About Professional Education Training Programs.

ED 217 043

Minnesota Univ., St. Paul.

Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.

ED 217 063

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Creating Awareness: An Instructional Unit in Sex Equity.

ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.

ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.

ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.

ED 216 162

Missouri Univ., Columbia. Instructional Materials Lab.

Creating Awareness: An Instructional Unit in Sex Equity.

ED 216 160

Creative Ways to Supplement Biased Materials: An Instructional Unit in Sex Equity.

ED 216 161

Equality in Language. An Instructional Unit in Sex Equity.

ED 216 159

Examining Materials for Sex Fairness: An Instructional Unit.

ED 216 162

Monroe Community Coll., Rochester, N.Y.

Monroe Community College: A Model Faculty Contractual Agreement: Retraining and Reassignment of Faculty.

ED 216 728

Mott (C.S.) Foundation, Flint, Mich.

Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography.

ED 216 958

We, the People(s)...in Order...to Promote the General Welfare...to Ourselves and Our Posterity...A Self-Evaluation Process for Indian Tribal Governments.

ED 216 812

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Learning from Experience: Evaluating Early Childhood Demonstration Programs.

ED 216 777

Making Policies for Children: A Study of the Federal Process.

ED 216 776

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Postdoctoral Appointments and Disappointments.

ED 216 607

National Association for Asian and Pacific American Education, Berkeley, Calif.

Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.

ED 217 103

National Association for Industry - Education Cooperation, Buffalo, N.Y.

Northeast Criterium II: New Dimensions for Human/Economic Development. Proceedings of a Conference (Boston, Massachusetts, February 25-26, 1980).

ED 216 151

National Association for the Education of Young Children, Washington, D.C.

Family Day Care: How to Provide it in Your Home.

ED 216 766

The Young Child: Reviews of Research, Volume 3.

ED 216 787//

National Association of Coll. and Univ. Business Officers, Washington, D.C.

The American Research University.

ED 216 569

Copyrights at Colleges and Universities.

ED 216 570

Enrollment, Marketing, and Retention in the Coming Decade.

ED 216 567

Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).

ED 216 583

Sponsored Programs.

ED 216 571

The Status of Group Life Insurance Plans.

ED 216 568

National Association of Geology Teachers.

Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 931

Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 934

Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 925

Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 935

Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 929

Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 911

Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 919

Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 936

How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 922

How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 923

How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 917

How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 920

Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 937

Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 915

Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 912

Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 916

Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 910

Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 932

Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 921

Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 924

Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 926

Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 933

Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 927

The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 938

A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 928

Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 913

Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 918

Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 939

What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.

ED 216 914

When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 940

Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 930

Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.

ED 216 941

National Association of Youth Clubs, Leicester (England).

Invisible in the Rural Landscape.

ED 216 834

What Do I Do When I've Unlocked the Door and Turned the Lights On?''

ED 216 835

National Catholic Educational Association, Washington, D.C.

United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances.

ED 217 089

National Center for Education Statistics (DHEW), Washington, D.C.

Financial Measures Conference: Progress in Measuring Financial Conditions of Colleges and Universities (Proceedings of the 1979 Working Conference, Annapolis, Maryland, September 27-28, 1979).

ED 216 583

National Center for Education Statistics (ED), Washington, DC.

National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.

ED 217 051

National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.

ED 217 052

Policy Issues and Research Design. Contractor Report.

ED 216 669

What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, DC April 7, 1981).

ED 216 452

National Center for Health Statistics (DHHS/PHS). Hyattsville, MD.

Use of Health Services by Women 65 Years of Age and Over; United States. Vital & Health Statistics. Data from the National Health Survey Series 13, No. 59.

ED 216 297

National Center for Higher Education Management Systems, Boulder, Colo.

Indicators of Tuition, Room, and Board Prices: An Overview.

ED 216 659

National Centre for Research on Rural Education, Nedlands (Western Australia).

Aboriginal Learning Styles and the Three Rs.

ED 216 825//

Declining Enrolments Implications for Rural Schools: A Case Study from South Australia.

ED 216 821//

The Economic Effectiveness of Student Allowances for Isolated Families.

ED 216 823//

Education and Local Development.

ED 216 818//

Equality and Opportunity in Rural Education.

ED 216 820//

Problems of Curriculum and Staffing in Rural Schools.

ED 216 824//

Quality in the Absence of Quantity: Education in Sparsely Populated Areas of Developed Countries.

ED 216 819//

Rural Education: In Pursuit of Excellence. Selected Papers from the National Conference New Directions in Rural Education:''; Organised by the Education Department of Western Australia and OECD/CERI.

ED 216 817

Some Economic Aspects of the Provision of Educational Services in Rural Areas.

ED 216 822//

National Clearinghouse for Bilingual Education, Arlington, Va.

Assessing Successful Strategies in Bilingual Vocational Training Programs.

ED 216 182

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.

ED 216 530

National Commission on Working Women, Washington, D.C.

Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.

ED 216 157

National Council for Senior Citizens, Inc., Washington, D.C.

Effective Responses to the Crime Problem of Older Americans: A Handbook.

ED 216 170

Effective Responses to the Crime Problem of Older Americans: An Instructor's Guide.

ED 216 171

National Council of State Supervisors of Foreign Language.

The Role of Foreign Language Education for the Gifted and Talented Student. A Position Paper.

ED 216 515

National Council of the Churches of Christ of the United States of America, New York, NY. Church World Service.

Haitian Refugees Need Asylum: A Briefing Paper.

ED 217 086

Manual for Refugee Sponsorship.

ED 217 107

Refugees and Sponsorship.

ED 217 085

Selected Bibliography: Refugees and Refugee Migration.

ED 217 084

National Council on Community Services and Continuing Education.

A Model Curriculum and Program for Preretirement Planning Courses. NCCSCE Working Paper Series.

ED 216 715

National Diffusion Network (DHEW/OE), Washington, D.C.

Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.

ED 217 076

National Education Association, Washington, D.C.

Homework as a Learning Experience. What Research Says to the Teacher.

ED 217 022

National Endowment for the Arts, Washington, D.C.

The Economic Conditions and Exhibition Processes of Artists in Four Cities. Final Report.

ED 216 990

National Endowment for the Humanities (NFAH), Washington, D.C.

Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.

ED 216 943

Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.

ED 216 942

Museum School Partnerships: Plans and Programs. Sourcebook #4.

ED 216 945

Three Dialogues on Liberal Education.

ED 216 573

Widening the Circle: The Humanities in American Education. A Report of the Wingspread Conference on the Humanities in Higher Education (Racine, Wisconsin, March 30-April 1, 1981).

ED 216 648

National Endowment for the Humanities (NFAH), Washington, DC. Div. of Public Programs.

Historians/Artifacts/Learners: Working Papers.

ED 216 947

National Inst. for Work and Learning, Washington, D.C.

Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.

ED 216 157

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Teenage Parents: Their Ambitions and Attainments.

ED 216 273

National Inst. of Education (DHEW), Washington, D.C.

Design and Analysis Problems Associated with Qualitative Data in Educational Research. Final Report.

ED 217 063

Elements of Computer Careers.

ED 216 683

Responding to Teachers' Concerns with Qualitative Inquiry.

ED 217 016

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.

The Politics of Federal Vocational Educational Legislation: 1963-1976.

ED 216 093

National Inst. of Education (ED), Washington, DC.

The Academic Dean.

ED 216 652

Alternative Programs for Disruptive Youth.

ED 216 495

The Ambiguous Transformation: Federal Education Policy and the Second Reconstruction.

ED 216 434

Asian Pacific American Resource Directory, 1982. Asian Pacific American Education Occasional Papers.

ED 217 103

Assessing Successful Strategies in Bilingual Vocational Training Programs.

ED 216 182

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.

ED 216 653

Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.

ED 216 336

Bias in the Writing of Prose and Its Appraisal.

ED 217 073

Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.

ED 216 392

Characteristics of Student Writing Competence: An Investigation of Alternative Scoring Systems.

ED 217 074

Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978).

ED 216 554

Classroom Interaction and Opportunities for Cross-Sex Peer Learning in Science.

ED 216 869

The Data-Based Staff Development Program: Design, Implementation, and Effects.

ED 217 041

Detection of Item Bias Using Analyses of Response Patterns.

ED 217 077

Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.

ED 216 680

The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.

ED 217 011

An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.

ED 217 079

Evaluation Contracting Checklist.

ED 217 081

An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.

ED 216 904

Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.

ED 217 010

Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.

ED 216 530

Federal and State Roles in Higher Education: Impact of Federally Sponsored Research on Increased Federal and State Effectiveness.

ED 216 644

Guide to Selected Ethnic Heritage Materials: 1974-1980.

ED 216 949

Improving Estimates of Achievement in Students with Limited English Proficiency.

ED 216 516

Improving School Practice. Summary and Proceedings of the 1981 AEL Regional Forum (Charleston, WV, November 12-13, 1981). Occasional Paper 007.

ED 216 996

Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.

ED 216 668

Judging the Emergent Reading Abilities of Kindergarten Children.

ED 216 332

A Longitudinal Study of Determinants of Educational Achievement: Final Report.

ED 217 057

Policy Research and Educational Policy-Making: Toward a Better Connection.

ED 216 463

A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.

ED 216 391

Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.

ED 216 866

Resources in Education (RIE) Volume 17, Number 10.

ED 216 092

School Based Staff Support Teams: A Blueprint for Action.

ED 216 498

A Study of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives.

ED 216 425

A Study of Alternatives in American Education, Vol. VII: Conclusions and Policy Implications.

ED 216 427

A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976.

ED 216 426

A Study of Poor Black Children Who Are Successful Readers. Reading Education Report No. 33.

ED 216 334

Teacher Education and Global Perspectives. Current Issues.

ED 216 993

A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.

ED 216 263

National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Discovering the 80%. Final Project Report by the National Commission on Working Women, 1977-1980.

ED 216 157

National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.

Entry Level Skills Program Implementation Guide.

ED 216 588

Progress Report on ELSP Program, 1979-80.

ED 216 589

National Inst. of Handicapped Research (ED), Washington, DC.

Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.

ED 216 231

National Inst. of Mental Health (DHHS), Bethesda, Md.

Continuing Social Work Education Provision: Trends and Future Developments.

ED 216 599

Patterns of Verbal Communication in Strong Families.

ED 216 280

Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption, and Minority Children. For Mental Health, Health, and Human Services Professionals.

ED 216 294

National Inst. of Mental Health (DHHS), Rockville, Md.

Orientation Manual for Citizen Boards of Federally Funded Community Mental Health Centers.

ED 216 293

Post-Passage Questions: The Effects of Hierarchical Importance. Technical Report No. 241.

ED 216 335

National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.

ED 216 296

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort.

ED 216 271

Marijuana and Health. Eighth Annual Report to the U.S. Congress from the Secretary of Health and Human Services 1980.

ED 216 264

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series.

ED 216 255

National Library for Psychology and Education, Stockholm (Sweden).

Swedish Behavioural Science Research Reports, 1980/81. (Beteendevetenskapliga Rapporter).

ED 216 645

National Opinion Research Center, Chicago, Ill.
Policy Issues and Research Design. Contractor Report.
ED 216 669

National Public Radio, Washington, D.C.
Portrait of Urie Bronfenbrenner, Options in Education. Program No. 286.
ED 216 282

National Recreation and Park Association, Arlington, Va.
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

National School Boards Association, Washington, DC. Educational Policies Service.
Board Spats Getting You Down? Here's How to Resolve Them.
ED 216 458

National Science Foundation, Washington, D.C.
Automatic Access of the Meanings of Ambiguous Words in Context: Some Limitations of Knowledge-Based Processing. Technical Report No. 240.
ED 216 336
Children's and Adults' Recognition of Spontaneous and Posed Emotional Expressions in Young Children.
ED 216 260
Continents and Ocean Basins: Floaters and Sinkers. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 931
Crustal Movement: A Major Force in Evolution. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 934
Deep Sea Trenches and Radioactive Water. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 925
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855
Drifting Continents and Magnetic Fields. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 935
Drifting Continents and Wandering Poles. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 929
Earthquakes and Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 911
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870
Fossils as Clues to Ancient Continents. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 919
Hot Spots in the Earth's Crust. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 936
How Do Continents Split Apart? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 922
How Does Heat Flow Vary in the Ocean Floor? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 923
How Do Scientists Decide Which is the Better Theory? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 917
How Fast is the Ocean Floor Moving? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 920
Human Sciences Activity Characteristics and Reviewer Evaluation File, HSACRE. User's Guide for the Machine-Readable Data File.
ED 216 903
Human Sciences Evaluation Data, HSPALL. User's Guide for the Machine-Readable Data File.
ED 216 901
Human Sciences KNOWING Module Data File, HSPKNOW. User's Guide for the Machine-Readable Data File.
ED 216 902
Iceland: The Case of the Splitting Personality. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 937
Imaginary Continents: A Geological Puzzle. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 915
Introduction to Lithospheric Plate Boundaries. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 912
Lithspheric Plates and Ocean Basin Topography. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 916
Locating Active Plate Boundaries by Earthquake Data. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 910
Measurement and Analysis of Logical Thinking. Final Technical Report.
ED 216 863
Measuring Continental Drift: The Laser Ranging Experiment. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 932
Microfossils, Sediments and Sea-Floor Spreading. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 921
Movement of the Pacific Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 924
Out of School Programs in Science.
ED 216 894
Plate Boundaries and Earthquake Prediction. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 926
Plotting the Shape of the Ocean Floor. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 933
Preparing Teachers to Teach Environmental Science: An Evaluation of an NSF Program.
ED 216 866
Proceedings: Project Directors Meeting (Washington, D.C., February 5-7, 1981).
ED 216 875
Project Synthesis: An Interpretive Consolidation of Research Identifying Needs in Natural Science Education. Final Report
ED 216 885
Quake Estate (board game). Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 927
The Rise and Fall of the Bering Land Bridge. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 938
A Sea-Floor Mystery: Mapping Polarity Reversals. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 928
Sex-Related Differences in Pre-College Science: Findings of the Science Meta-Analysis Project.
ED 216 909
Spreading Sea Floors and Fractured Ridges. Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 913
Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).
ED 216 856
Tropics in Antarctica? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 918
Volcanoes: Where and Why? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 939
What Happens When Continents Collide? Crustal Evaluation Education Project. Teacher's Guide and Student Investigation.
ED 216 914
When a Piece of a Continent Breaks Off. Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 940
Which Way is North? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 930
Why Does Sea Level Change? Crustal Evolution Education Project. Teacher's Guide and Student Investigation.
ED 216 941
The 5-Year Outlook on Science and Technology 1981.
ED 216 886
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 1.
ED 216 887
The 5-Year Outlook on Science and Technology 1981. Source Materials Volume 2.
ED 216 888

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Academic Science, 1972-81: R & D Funds, Scientists and Engineers, Graduate Enrollment and Support. Final Report. Surveys of Science Resources Series.
ED 216 649
Women and Minorities in Science and Engineering.
ED 216 890

National Science Supervisors Association, Washington, D.C.
Summer Leadership Conference Proceedings (Dingmans Ferry, Pennsylvania, August 10-15, 1980).
ED 216 856

Network of Innovative Schools, Inc., Andover, Mass.
Creating a Support System for Doing Formative Evaluation within the National Diffusion Network.
ED 217 076

Newark Board of Education, NJ. Office of Research, Evaluation and Testing.
Characteristics of High Achieving Elementary Schools in Newark. Newark School District Research Report. ORET Report No. 5.
ED 217 099
Issues in Remedial Program Evaluation. ORET Report No. 3.
ED 217 098

New York City Technical Coll., Brooklyn.
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709

New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
Extending Continuing Educational Service to the Elderly Homebound. Teaching the Elderly Homebound through Learning Companions A Peer Teaching Approach.
ED 216 760

New York State Education Dept., Albany.
Verbal Interaction Behaviors of Teachers of the Gifted.
ED 216 478

New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
Applied Writing: A Writing Skills Curriculum for Adult Learners. Second Field Test Edition.
ED 216 709

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Social Studies Program Grade K.
ED 216 969
Social Studies Program Grade 1.
ED 216 970
Social Studies Program Grade 2.
ED 216 971
Social Studies Program Grade 3.
ED 216 972
Social Studies Program Grade 4.
ED 216 973
Social Studies Program Grade 5.
ED 216 974
Social Studies Program Grade 6.
ED 216 975

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
Opportunities at Independent Colleges and Universities in New York State Through the Higher Education Opportunity Program.
ED 216 585

New York State Education Dept., Albany. Bureau of School Health Education and Services.
Family Life/Human Sexuality Education: A Program Planning Guide for School District Administrators.
ED 216 269

New York State Education Dept., Albany. Cultural Education Center.
Conference on the Professions: Professional Education, Professional Examinations and Practice Defining the Right Relationships (New York, NY, November 18, 1981).
ED 217 004

New York State Education Dept., Albany. Div. of Intercultural Relations in Education.
A Resource Guide for Sex Equity in Education. A Guide for Integrating Women into the Curriculum.
ED 216 986

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
The Handicapped in Literature. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 464
The Handicapped in Society. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 466
Questions and Answers about Serving the Educationally Handicapped in New York State. Number 3: Program Placement, Planning Conference and Annual Review.
ED 216 485
Science and Health Education Perspectives on the Handicapped. A Curriculum to Foster Understanding of People with Disabilities.
ED 216 465

New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Cooperative Occupational Education Handbook: A Guide for School Administrators and Cooperative Occupational Education Coordinators.
ED 216 213

New York State Education Dept., Albany. Regents External Degree Program.
Degree Description for Associate Degrees in Nursing.
ED 216 735

New York State Univ. System, Albany.
A Current Listing of American Indian Newspapers and Periodicals in the United States and Canada.
ED 216 809
The Effects of Activity-Based Elementary Science Programs on Student Outcomes and Classroom Practices: A Meta Analysis of Controlled Studies.
ED 216 870

North Carolina Central Univ., Durham. Inst. on Desegration.
Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography.
ED 216 667

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
Competency Goals and Performance Indicators K-12: Hearing Impaired Learners, Birth-Grade 12. Supplement.
ED 216 499

North Carolina Univ., Chapel Hill.
Exploring a Teachers' Center's Support of School-Based Coordinating Teachers.
ED 217 010

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508

North Dakota State Board for Vocational Education, Bismarck.
Expanding Role Options through Vocational Education. Phase II of the North Dakota Pioneers in Equality Project.
ED 216 198

North Dakota Univ., Grand Forks. Coll. of Education.
A Self-Help Inservice-Guide for the Improvement of Teaching. A North Dakota Adaptation of the Utah Skills Project.
ED 217 028

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.
The Foreign Language Teacher: The Lifelong Learner. Northeast Conference on the Teaching of Foreign Languages (29th, New York, NY, April 1-4, 1982).
ED 216 546

Northwestern Univ., Evanston, Ill. Center for the Teaching Professions.
Intellectual Journeys in Faculty Development. Occasional Paper Number 14.
ED 216 591

Northwest Regional Educational Lab., Portland, Oreg.
Elements of Computer Careers.
ED 216 683
An Empirical Investigation of the Results of Two Different Test Development Strategies. Final Report for the Period March 15, 1981 - December 31, 1981.
ED 217 079
Evaluation Contracting Checklist.
ED 217 081
MicroSIFT News. October 1980 ((and)) October 1981.
ED 216 671
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009

NRTA-AARP Andrus Foundation, Washington, D.C.
Adult Children's Attachment and Helping Behavior to Elderly Parents: A Path Model.
ED 216 277

Oak Ridge Associated Universities, Tenn. Manpower Development Div.
Occupational Employment in Nuclear-Related Activities, 1981.
ED 216 141

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Assessing Successful Strategies in Bilingual Vocational Training Programs.
ED 216 182
Faces and Facets of Bilingualism. Bilingual Educational Series: 10. Papers in Applied Linguistics.
ED 216 530

Office of Civil Rights (ED), Washington, DC.
A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Office of Education (DHEW), Washington, D.C.
The ACT College Outcome Measurement Project: A New Tool for Summative Evaluation of Nontraditional Postsecondary Education Programs?
ED 217 072
Coordination Project for Educational Change at Will County Jail, July 1, 1980-June 30, 1981.
ED 216 142
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155
Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146
Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145
Handbook of Criterion-Referenced Testing: Development, Evaluation, and Use.
ED 217 048
Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800
The Jews: Their Origins, in America, in Connecticut. A Curriculum Guide. The Peoples of Connecticut Multicultural Ethnic Heritage Series No. 3. Second Edition.
ED 217 108
Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.
ED 216 204
Military Curriculum Materials for Vocational and Technical Education. Engine Principles, 8-3. Edition 5.
ED 216 180
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Electricity 3-3.
ED 216 202
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.
ED 216 203
Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1.
ED 216 201
Military Curriculum Materials for Vocational and Technical Education. Soils Engineering 3-1. Edition 1.
ED 216 200
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981.
ED 216 235
Systematic and Objective Analysis of Instruction. Training Manual.
ED 217 009

Office of Education (ED), Washington, D.C. Teacher Corps.
Teacher Corps Networking: Purpose and Potential. A Position Paper.
ED 217 033

Office of Elementary and Secondary Education (ED), Washington, DC.
The Data-Based Staff Development Program: Design, Implementation, and Effects.
ED 217 041

Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
Guide to Selected Ethnic Heritage Materials: 1974-1980.
ED 216 949

Office of Human Development Services (DHHS), Washington, D.C.
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830

Office of Program Evaluation (ED), Washington, DC.
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064

Office of Refugee Resettlement (DHHS), Washington, D.C.
The Afghani. Fact Sheet Series #5.
ED 216 519
The Armenians. Fact Sheet Series #6.
ED 216 520
Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs. Adult Education Series #12. Refugee Education Guide.
ED 216 521

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
The Data-Based Staff Development Program: Design, Implementation, and Effects.
ED 217 041
The Importance of Situational Factors and Task Demands to Handicapped Children's Test Performance.
ED 217 046
The Learning Disabled Adolescent: Parents and School Personnel Working Together Looking Toward the Future.
ED 216 471
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study.
ED 216 491
Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study.
ED 216 492
Special Teens and Parents: A Study of the Impact of P.L. 94-142 on Learning Disabled Adolescents. Final Report ((and)) Executive Summary.
ED 216 484
Teacher Opinions About Professional Education Training Programs.
ED 217 043

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Directory and Program Information for the OSE Vocational/Career Education Projects, 1981-82. Policy Research and Resource Series: Document 9.
ED 216 164

Office of Vocational and Adult Education (ED), Washington, DC.
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.
ED 216 166
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169
Preparing for High Technology: Programs That Work.
ED 216 167
Preparing for High Technology: Strategies for Change.
ED 216 168
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165
Vocational Education. Report by the Secretary of Education to the Congress, 1981.
ED 216 248

Ohio Modern Language Teachers Association, Columbus.
The OMLTA Yearbook: 1982.
ED 216 534

Ohio State Dept. of Education, Columbus.
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Ohio State Dept. of Natural Resources, Columbus.
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Ohio State Rehabilitation Services Commission, Columbus.
Developing a Referral-Based Local Level Linkage System: A Facilitator's Guide.
ED 216 237
Project INTERACT: An Interagency Linkage System between Education and Rehabilitation.
ED 216 236
A Resource Guide for the Referral of Severely Handicapped Students from Education to Rehabilitation.
ED 216 238
The Transition of Severely Handicapped Adolescents from Education to Rehabilitation: A Needs Assessment Process and Conference Report.
ED 216 239

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Investigations in Science Education. Volume 8, Number 2.
ED 216 891

Ohio State Univ., Columbus. Coll. of Education.
An Application of Ausubel's Learning Theory to Environmental Education: A Study of Concept Mapping in a College Natural Resources Management Course.
ED 216 900
Follow-Up of 1979-80 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report #6.
ED 217 030

Ohio State Univ., Columbus. Cooperative Extension Service.
Proceedings: Community Leader's Litter Control Workshop (Painesville, Ohio, December 2, 1981). Bulletin 694.
ED 216 878

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Emerging Skills: Implications for Voc Ed. Information Series No. 234.
ED 216 205
Evaluating Vocational Education Programs. A Handbook for Corrections Educators. Research and Development Series No. 227.
ED 216 166
High School Vocational Graduates: Which Doors Are Open? Research and Development Series No. 226.
ED 216 208
Military Curriculum Materials for Vocational and Technical Education. Builders School, Ceramic Tile Setting 3-9.
ED 216 204
Military Curriculum Materials for Vocational and Technical Education. Engine Principles, 8-3. Edition 5.
ED 216 180
Military Curriculum Materials for Vocational and Technical Education. Fundamentals of Electricity 3-3.
ED 216 202
Military Curriculum Materials for Vocational and Technical Education. Masonry 3-4.
ED 216 203
Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist 3-2. Volume 1.
ED 216 201
Military Curriculum Materials for Vocational and Technical Education. Soils Engineering 3-1. Edition 1.
ED 216 200
Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).
ED 216 172
Practices for Providing Follow-through Services to Employment and Training Clients. Bridges to Employment, Book Three. Research and Development Series No. 224.
ED 216 207
Preparing for High Technology: A Guide for Community Colleges.
ED 216 169
Preparing for High Technology: Programs That Work.
ED 216 167
Preparing for High Technology: Strategies for Change.
ED 216 168
Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.
ED 216 095
Using Labor Market Information in Vocational Planning. R & D Series No. 228.
ED 216 209
Vocational Education for Gifted and Talented Students. Information Series No. 236.
ED 216 206
Vocational Education for Migrant Youth. Information Series No. 238.
ED 216 165

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
The Effects of Utilization of PRI/RS on Reading Achievement in the Oklahoma City Public Schools. Evaluation of 1981-82.
ED 216 339
Evaluation of the ESAA Program, 1980-81.
ED 217 112
Evaluation of 1980-81 Bilingual Title VII Program.
ED 217 113

Oklahoma State Dept. of Education, Oklahoma City.
Oklahoma...OK. Oklahoma Activities, K-6.
ED 216 959

Oklahoma State Dept. of Tourism and Recreation, Oklahoma City.
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PLATO Use in Oklahoma Skill Centers. Final Report.
ED 216 150

Oklahoma State Univ., Stillwater. Community Education Center.
An Attitudinal and Interest Survey to Determine Possible Development of Community Education for Glencoe, Oklahoma.
ED 216 838
Community Education Interest Study of the Blanchard, Oklahoma Area. Final Report.
ED 216 837

Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
Indian Culture in the Classroom. A Joint Effort of the Community and School.
ED 216 800

Ontario Dept. of Education, Toronto.
French as a Second Language Programs in Ontario.
ED 216 518
People of Native Ancestry: Curriculum Guideline for the Senior Division, 1981.
ED 216 808
Vandalism Prevention Programs: A Case Study Approach.
ED 216 422

Ontario Inst. for Studies in Education, Toronto.
Definitions: The Conventionalization of Word Meaning.
ED 216 512
Unemployment of Youth. The Importance of Education for Their Adjustment in the Canadian Labor Market. Informal Series/41.
ED 216 211//

Ontario Ministry of Colleges and Universities, Toronto.
French as a Second Language Programs in Ontario.
ED 216 518
Vandalism Prevention Programs: A Case Study Approach.
ED 216 422

Oregon School Study Council, Eugene.
Legal Services for Oregon School Districts.
ED 216 454
Microcomputers in Schools: Promise and Practice.
ED 216 451

Oregon State Dept. of Education, Salem. Div. of Vocational Education.
Follow-Up of 1980 Community College Vocational Program Graduates and Early Leavers and Their Employers.
ED 216 749

ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 17, Number 10.
ED 216 092

Ottawa Board of Education (Ontario). Research Centre.
Survey of Drug Use in an Ottawa Board High School, January, 1981.
ED 216 283

Papua New Guinea Library Association, Port Moresby.
Library and Information Services for the Public. Proceedings of the Conference of the Papua New Guinea Library Association (8th, Waigani, Port Moresby, October 18-19, 1979).
ED 216 690

Pennsylvania State Dept. of Education, Harrisburg.
ESL Made Easy. A Card Catalog of 100 Lesson Plans and a Teacher's Guide. 310 Project, July 1, 1980-June 30, 1981.
ED 216 155
Handbook for Women in Transition. Book II Being a Positive Person.
ED 216 146
Handbook for Women in Transition. Book I Job Hunting Skills.
ED 216 145

Pennsylvania State Univ., University Park.
Project P.I.A.G.E.T.: Promoting Intellectual Adaptation Given Experiential Transforming with Hispanic Bilingual Five Year Old Children and Their Families. A Summary. Technical Paper No. 100.
ED 217 091

Peralta Community Coll. System, Berkeley, Calif. Vista Coll.
Faculty Development for Part-Timers: First Annual Report, September 1, 1980 to August 31, 1981.
ED 216 737

Phi Delta Kappa, Bloomington, Ind.
Educational Tort Liability and Malpractice.
ED 216 450

Philadelphia School District, PA. Div. of Adult Education.
Secondary Adult Program 310 Report.
ED 216 152

Philadelphia School District, Pa. Office of Curriculum and Instruction.
Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition.
ED 216 525
Latin, The Language of Health Sciences. Teacher's Guide.
ED 216 523
The Numbers in Latin. Teacher's Guide. Tentative Edition.
ED 216 522
Star Trek with Latin. Teacher's Guide. Tentative Edition.
ED 216 524

Piedmont Virginia Community Coll., Charlottesville, Va.
The Reverse Transfer Phenomenon at Piedmont Virginia Community College, Fall Quarter, 1981. Research Report No. 3-82.
ED 216 758

Pittsburgh Univ., Pa. Learning Research and Development Center.
The Data-Based Staff Development Program: Design, Implementation, and Effects.
ED 217 041
An Exploratory Investigation of the Effect of Teaching Primary Grade Children to Use Specific Problem Solving Strategies in Solving Simple Arithmetic Story Problems.
ED 216 904

Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
Comprehensive Affirmative Action for Equal Educational Opportunity in the Racially Isolated and Predominantly White Suburban School District.
ED 217 102
The Pros and Cons of Busing in Pennsylvania.
ED 217 110

Pittsburgh Univ., Pa. School of Education.
Faculty Opinions of Students' Basic Skills: A Survey Report from The Languages of the Disciplines Project.
ED 216 600

Population Reference Bureau, Inc., Washington, D.C.
Eastern Europe: Pronatalist Policies and Private Behavior.
ED 216 944

Procter & Gamble Co., Cincinnati, OH.
Perspectives. Teacher's Guide and Reflections of History and From Cottages to Corporations and World War I, The Home Front and The Great Depression.
ED 216 982

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.
A Survey of Special Education in Australia: Provisions, Needs and Priorities in the Education of Children with Handicaps and Learning Difficulties.
ED 216 501

Rand Corp., Santa Monica, CA. Education and Human Resources Program.
A Study of Alternatives in American Education, Vol. VII: Conclusions and Policy Implications.
ED 216 427

Rand Corp., Santa Monica, Calif.
Maintenance of Effort Provisions: An Instrument of Federalism in Education.
ED 216 424

A Study of Alternatives in American Education, Vol. III: Teachers' Responses to Alternatives.
ED 216 425

A Study of Alternatives in American Education, Vol. VI: Student Outcomes at Alum Rock 1974-1976.
ED 216 426

Teenage Parents: Their Ambitions and Attainments.
ED 216 273

A Title IX Perspective on the Schools' Response to Teenage Pregnancy and Parenthood.
ED 216 263

Research for Better Schools, Inc., Philadelphia, Pa.
Children in and out of School: Ethnography and Education. Language and Ethnography Series, Volume 2. Colloquium on Ethnography and Education (Philadelphia, PA, 1978).
ED 216 554

Research Triangle Inst., Durham, N.C.
Incorporating Information Needs of Key Constituencies in Program Evaluation Design: An Empirical Approach.
ED 217 053

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
National Longitudinal Study of the High School Class of 1972: An Historical Overview and Summary.
ED 217 051

National Longitudinal Study of the High School Class of 1972: Fourth Follow-up Survey. Final Methodological Report.
ED 217 052

Research Triangle Inst., Durham, N.C. Center for the Study of Social Behavior.
Client Characteristics, Behaviors and Intreatment Outcomes: 1979 TOPS Admission Cohort.
ED 216 271

Rio Salado Community Coll., Ariz.
Student Hotline Procedural Manual. Instructional Technology and Design. Rio Salado Community College. Revised.
ED 216 714

Riverside County Superintendent of Schools, Calif.
Career Education Competency Checklist for the Learning Handicapped.
ED 216 197

Rockefeller Bros. Fund, New York, N.Y.
Museum School Partnerships: Plans and Programs. Sourcebook #4.
ED 216 945

Saint Cloud State Univ., MN.
Interviewer Perceptions.
ED 216 414

Saint John's College, Annapolis, MD.
Three Dialogues on Liberal Education.
ED 216 573

Saint Louis Community Coll., Mo.
Faculty Evaluation System: Counseling Faculty.
ED 216 711

Faculty Evaluation System: Instructional Resources Faculty.
ED 216 713

Faculty Evaluation System: Teaching Faculty.
ED 216 712

Saskatchewan Dept. of the Environment, Regina. Public Information and Education Branch.
Landscapes: A Guide to the Landforms and Ecology of Southern Saskatchewan. Reference Manual.
ED 216 864

Land Use in Saskatchewan.
ED 216 865

Saskatchewan Univ., Saskatoon. Coll. of Education.
Teacher Education Programs for Native People. Proceedings of a Conference on Native Teacher Education (Saskatoon, Saskatchewan, Canada, November 1973).
ED 216 831

Schools Council, London (England).
Achievements in Writing at 16 . Argument'': What Does It Mean to Teachers of English?
ED 216 367

Achievements in Writing at 16 , Paper 2. Narratives Based on Imagined Experience: Possible Staging Points at 16 .
ED 216 366

Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Basic Skills in a Longterm Perspective (BAS).
ED 216 308

Sloan Commission on Government and Higher Education, Washington, D.C.
Government and Campus: Federal Regulation of Religiously Affiliated Higher Education.
ED 216 624//

Social Science Education Consortium, Inc., Boulder, Colo.
Guide to Selected Ethnic Heritage Materials: 1974-1980.
ED 216 949

Society for College Science Teachers.
Program and Abstracts. Volume 2. Society for College Science Teachers. NSTA Convention (Chicago, Illinois, April 1-5, 1982).
ED 216 893

Solar Energy Research Inst., Golden, Colo.
Solar Energy Task Force Report: Technical Training Guidelines.
ED 216 705

South Dakota State Div. of Elementary and Secondary Education, Pierre. Office of Curriculum and Instruction.
South Dakota Social Studies Curriculum Guide, Kindergarten-Twelve.
ED 216 985

Southern Governors' Association, Atlanta, GA.
Proposed Title I Cuts: A Problem for the South.
ED 217 097

South Shore Mental Health Center, Quincy, MA.
Project Optimus/Outreach: End of Year Progress Report.
ED 216 504

Southside Child Care Committee, Minneapolis, MN.
Caring for Our Children Now and Into the 1980's: A Study of Parents' and Childrens' Needs in South Minneapolis.
ED 216 782

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Black-English Influences in the Writing of Third- and Sixth-Grade Black Students.
ED 216 392

A Design for a Vocabulary Development Program.
ED 216 376

Literary Genres and Style.
ED 216 377

A Preliminary Study of Language Influences in the English Writing of Third- and Sixth-Grade Chicano Students.
ED 216 391

A Study of Themes and Styles in Popular American Literature Based on Popular Writing in America: The Interaction of Style & Audience.''
ED 216 374

Special Education Programs (ED/OSERS), Washington, DC.
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Local Implementation of PL 94-142: Second Year Report of a Longitudinal Study.
ED 216 491

Local Implementation of PL 94-142: Third Year Report of a Longitudinal Study.
ED 216 492

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Policy Research and Educational Policy-Making: Toward a Better Connection.
ED 216 463

State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Showcase of Excellence in New York State Postsecondary Occupational Education Phase II. Final Report October 1, 1980-September 30, 1981 .
ED 216 235

State Univ. of New York, Brockport. Coll. at Brockport.
GEMS: Gifted Education Module System. Higher Level Thinking in the Junior High.
ED 216 473

State Univ. of New York, Utica. Coll. of Technology.
Human Services Practicum Program.
ED 216 278

Sussex Univ. (England). Inst. of Development Studies.
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682

Swedish International Development Authority (SIDA).
Mtu Ni Afya (Man Is Health''): Tanzania's Health Campaign.
ED 216 682

Syracuse Univ., N.Y. Center for Instructional Development.
How to Prepare Original Motion Picture Film for Printing, Including A and B Rolls.
ED 216 673

System Development Corp., Santa Monica, Calif.
Compensatory Services and Educational Development in the School Year. Technical Report 10 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
ED 217 064

Tennessee State Dept. of Education, Nashville.
A Chance to Do It Right: Assessing the Impact on Participants of a State-Wide Nutrition Education Program.
ED 216 457

Tennessee Technological Univ., Cookeville. Coll. of Education.
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 82-2. Tennessee Technological University Teacher Evaluation Model Year IX.
ED 217 020

Texas Education Agency, Austin.
A Cost-Benefit Analysis for Seafood Processing Training Sessions in the Galveston Bay Area.
ED 216 745

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Basic Life Skills for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 176

Child Development, Care, and Guidance.
ED 216 243

Family Living and Parenthood.
ED 216 244

Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241

Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240

Home Economics Careers in Apparel and Accessories.
ED 216 242

Introduction to Word Processing. Units of Instruction. Teacher's Guide. Vocational Office Education. First Edition.
ED 216 179

Job-Related Instruction for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 178

Office Duplication Practices. Teacher's Handbook. First Edition.
ED 216 175

Personal Development for Cooperative Part-Time Training. Coordinator's Guide.
ED 216 177

Practicas de Oficina Para Duplicados, Volumen 1. Spanish Translations for Office Duplication Practices, Volume 1. First Edition.
ED 216 173

Practicas de Oficina Para Duplicados, Volumen 2. Spanish Translations for Office Duplication Practices, Volume 2. First Edition.
ED 216 174

Texas State Library, Austin.
Benefit Allocation Study of the Texas Library System. FY 1980.
ED 216 692

Governance Model Alternatives for Organizing Library Systems.
ED 216 694

Texas State Library, Austin. Dept. of Library Development.
Handbook of Reference Sources. Third Edition.
ED 216 695

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.
Southwest Park and Recreation Training Institute (27th, Kingston, OK, January 31-February 3, 1982).
ED 216 994

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Child Development, Care, and Guidance.
ED 216 243

Family Living and Parenthood.
ED 216 244

Guidebook for Home Economics Cooperative Education Occupational Areas.
ED 216 241

Handbook for Home Economics Cooperative Education Teacher-Coordinators.
ED 216 240

Home Economics Careers in Apparel and Accessories.
ED 216 242

Texas Univ., Austin.
The Goals of Freshman Writing Programs as Perceived by a National Sample of College and University Writing Program Directors and Teachers. Technical Report No. 5.
ED 216 395

Texas Univ., Austin. Inst. of Latin American Studies.
Latin American Culture Studies: Information and Materials for Teaching About Latin America. Revised Edition.
ED 216 943

Mexican Women in Anahuac and New Spain: Three Study Units. Aztec Roles, Spanish Notary Revelations, Creole Genius.
ED 216 942

Texas Univ., Tyler.
Assessing Mathematics Understanding: Combining Task-Analytic Conceptual Hierarchies and Modes of Representation.
ED 216 897

Toronto Univ. (Ontario). Dept. of Alumni Affairs.
Seniors in Action: A Case Study of Participation at the University of Toronto by the Senior Alumni Association.
ED 216 594

Travelers Insurance Co., Hartford, CT. Dept. of Corporate Planning and Research.
Older Americans: A Review of Issues and Their Implications.
ED 216 301

Trenton Public Schools, N.J.
K Plus Education in Aging: A Literature Approach to the Teaching about Aging for Grades K-3.
ED 216 976

Tri-County Teacher Education Center, Sebring, Fla.
Consumer Law-Related Education Materials (Grades 4-7). Hardee County.
ED 216 951

Consumer Law-Related Education Materials (Grades 4-7). Highlands County.
ED 216 950

Consumer Law-Related Education Materials (Grades 4-7). Okeechobee County.
ED 216 989

Tri-County Technical Coll., Pendleton, S.C.
Evaluation and Professional Development for the Instructional Supervisor.
ED 216 716

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation.
ED 216 689

New Trends in Chemistry Teaching. Volume V. The Teaching of Basic Sciences: Chemistry.
ED 216 854//

University of Northern Iowa, Cedar Falls.
Library Skills and Resources for Business Research.
ED 216 696

University of Southern California, Los Angeles.
Dissemination of Continuing Education Materials Via Television Delivery Systems. Final Technical Report and Final Report.
ED 216 855

University of Southern California, Los Angeles. Annenberg School of Communications.
An Evaluation of NBC's 1980-81 Prosocial Children's Programming: Drawing Power, Play Alongs, How to Watch TV.
ED 216 796

University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.
Reagan, Pickle and Pepper: Coercive Versus Voluntary Approaches to Encouraging Later Retirement.
ED 216 256

University of Southwestern Louisiana, Lafayette.
I Use the Computer to ADVANCE Advances in Comprehension-Strategy Research.
ED 216 330

University of the Pacific, Stockton, CA. Center for the Development of Economics Education.
A Study of State Mandates and Competencies for Economics Education.
ED 216 946

Vance Bibliographies, Monticello, Ill.
On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
ED 216 656

Vernon Township Public Schools, NJ.
Project CODE: Career and Life Planning. Teacher Manual.
ED 216 475

Virginia State Dept. of Education, Richmond.
Standards of Learning Objectives for Virginia Public Schools: Language Arts.
ED 216 400

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Ethnographic and Qualitative Methods in Educational Research: A Selected Annotated Bibliography.
ED 216 958

VSE Corp., Alexandria, VA.
Evaluation of Cassette Braille.
ED 216 681

Washington School District, Phoenix, Ariz.
A Cooking Curriculum.
ED 216 791

Focus on the Kindergarten. Early Childhood Education Series 1.
ED 216 790

The Washington District School Volunteer Program.
ED 216 789

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.
A Longitudinal Study of Determinants of Educational Achievement: Final Report.
ED 217 057

Washington Univ., St. Louis, MO. Region VII Child Welfare Training Center.
The Moving Equilibrium: Roles in Rural Social Work Practice.
ED 216 830

Rural Child Welfare.
ED 216 829

Wayne State Univ., Detroit, MI. Detroit Center for Professional Growth and Development.
The Effects of Change in Governance Structure on the Practices and Outcomes of an Experienced Teachers' Center. Final Report.
ED 217 011

Western Gerontological Society, San Francisco, Calif.
Linking Gerontology Jobs and Workers. A Study of the Need for and Nature of Aging Employment Clearinghouses.
ED 216 181

Western States Technical Assistance Resource, Monmouth, Oreg.
Handicapped Children's Early Education Program. 1981-82 Overview and Directory.
ED 216 508

Western Washington Univ., Bellingham.
The Western Inservice Education Model. A Description and Evaluation of the Teacher Corps Staff Development Project as Demonstrated by Washington Western University and Arlington School District, Arlington, Washington.
ED 217 027

White House Conference on Aging, Washington, D.C.
Leading Edges: Recent Research on Psychosocial Aging. Review Essays Prepared for the White House Conference on Aging.
ED 216 296

Wichita Public Schools, Kans.
Report of the Advisory Task Force for Program Accountability in the Wichita Public Schools.
ED 216 459

Wichita Unified School District 259, Kans.
Games and Teaching Aids.
ED 216 860

MIPS to the   4'', Mathematics Improves Promotes Students. A Program of Mathematics for the Elementary Math Laboratory. Limited Edition.
ED 216 861

M4'', Math-Methods-Materials-'Magination. A Program of Mathematics for the Elementary Grades. Revised.
ED 216 859

Rx: Home Remedies for Math.
ED 216 862

Wisconsin Coalition for Advocacy, Madison.
Working with Schools: For Parents of Children in Need of Exceptional Education.
ED 216 482

Wisconsin Council on Criminal Justice, Madison.
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984

Wisconsin Council on Developmental Disabilities, Madison.
Working with Schools: For Parents of Children in Need of Exceptional Education.
ED 216 482

Wisconsin State Dept. of Health and Social Services, Madison.
Criminal Sentencing Alternatives. A Report of a Wingspread Conference (Racine, WI, March 21-22, 1977).
ED 216 984

Wisconsin State Dept. of Public Instruction, Madison.
Wisconsin Library Network Plan Report: Recommendations for Network Development at the Area Level.
ED 216 688

Wisconsin Univ., Green Bay. Assessment Center.
A Follow-up Study of Adult Graduates of the University of Wisconsin System. Technical Report.
ED 216 153

A Study of Factors Which Precipitate Adult Enrollment in a College Degree Program.
ED 216 154

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Assessing Vocational Decision-Making in the Rehabilitation Process: Instrument Development. Research Report.
ED 216 231

Women's Educational Equity Act Program (ED), Washington, DC.
Advocates and Administrators: Perspectives on the Title IX Coordinator's Role.
ED 216 433

Career Planning for Minority Women. Facilitator's Manual.
ED 216 247

College Selectivity, Not College Type, Is Related to Graduate Women's Career Aspirations.
ED 216 628

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232

Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women.
ED 216 232

A Just Beginning: Sex Equity Manual for Childbirth Educators.
ED 216 786

Learning from Experience. A Handbook for Adult Women Students.
ED 216 233

Management Basics for Minority Women. Facilitator's Manual.
ED 216 246

Minority Woman's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual.
ED 216 245

Multicultural Women's Sourcebook. Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs.
ED 216 234

Project HAVE Skills: A Program for Matching Women and Jobs. Employer's Guide.
ED 216 266

Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
ED 216 265

Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide.
ED 216 267

Shaping Teacher Expectations for Minority Girls. A Teacher Training Module.
ED 217 100

Single Mother's Resource Handbook.
ED 216 785

Toward Achieving Equity for Women in Social Work Education: A Conceptual Frame of Reference and Guidelines for Organizing Equity Efforts.
ED 216 592

World Order Models Project.
Nuclear Strategy and World Order: The United States Imperative.
ED 216 952

Wright State Univ., Dayton, Ohio.
Change Strategies and Disabled Persons: Postsecondary Education and Beyond. National Conference (2nd, Dayton, Ohio, October 3-6, 1978).
ED 216 486

York Univ., Downsview (Ontario).
Diverse and Disparate Options. A Range of Future Choices for York's Library Services.
ED 216 702

The Next Five Years for York University Libraries.
ED 216 703